

Annual Report of
State Superintendent
of
Public Instruction

State of Florida

1898

White Males	13	8
White Females	18	11
Negro Males	2	1
Negro Females	2	1

* Some of these were reported as "Permits" and "Specials," not in legal phraseology, and, if without examination, not lawful. In 1897, 18 of these were from Duval alone; in 1898, a total of 9 teachers, not included in the above, was reported from Duval, Madison, St. Johns and Volusia as holding no certificates.

RESULTS OF STATE UNIFORM EXAMINATIONS.

	1888.	1897.	1898.
Number of Examinees		2,361	2,023
White		1,599	1,359
Negro		762	664
Number Obtaining Certificates		1,651	1,240
White		1,237	967
Negro		414	273
Number Failing		710	783
White		362	392
Negro		348	391
Number Failing		30	39
White		23	29
Negro		46	59
Certificates Issued		197	169
White		191	163
Negro		6	6
White		91	82
Negro		100	81
White		5	5
Negro		1	1
White		763	474
Negro		611	403
White		152	71

To White Males	210	154
To White Females	401	249
To Negro Males	79	36
To Negro Females	73	35
Third Grade Certificates Issued.....	691	597
To Whites	435	401
To Negroes	256	196
To White Males	140	140
To White Females	295	255
To Negro Males	107	85
To Negro Females	149	111

OTHER FACTS RELATIVE TO TEACHERS EMPLOYED.

	1888.	1897.	1898.
Graduates of Normal Schools		257	317
White		214	258
Negro		43	59
White Males		101	108
White Females		113	150
Negro Males		25	31
Negro Females		18	28
Attendants at Summer Schools.....		624	
White		454	
Negro		170	
White Males		15	
White Females			
Negro Males			
Negro Females			
Attendants at State Associations.....			
White			
Negro			
Subscribers to Educational Journals.....			
White			
Negro			
Non-Residents of State			
White			
Negro			

Annual Report of State Dept. of Public Instruction, 1898

Number of counties levying $3\frac{1}{2}$ mills....	8	1	2
Number of counties levying $3\frac{1}{4}$ mills....	1	1	..
Number of counties levying 3 mills (minimum)	12	..	..
	<u>45</u>	<u>45</u>	<u>45</u>

RECEIPTS AND SOURCES OF SCHOOL FUNDS.

	1888.	1897.	1898.
* Total receipts.....	\$484,110	\$691,970	\$683,568
From cash on hand.....		87,395	52,832
From interest on permanent fund	32,064	39,729	34,738
From one-mill apportionment.	74,807	75,050	97,267
From county levy.....	†377,238	326,745	345,959
From back taxes		72,174	67,887
From poll taxes		33,478	31,721
From delinquent poll taxes..		28,054	7,541
From examination fees		2,250	1,973
From non-resident pupils		431	546
From sub-district taxes		13,351	18,254
From all other sources		13,308	24,847
	<u>\$484,110</u>	<u>†\$691,970</u>	<u>†\$683,568</u>

EXPENDITURES FOR SCHOOLS.

	1888.	1897.	1898.
* Total Expenditures.....	\$484,110	\$713,443	\$735,951
For debts		50,060	67,697
For interest on debts		6,256	10,516
For salaries of teachers		516,413	528,871
For salaries of County Superintendents		30,758	30,985
For traveling expenses of County Superintendents.		1,387	1,679
For commissions of County Treasurers		9,529	8,157
For mileage and per diem of County Boards.....		7,188	8,954
For incidental expenses of County Supts. and Boards		5,080	3,752

* Cents omitted in all numbers.

† Doubtless includes receipts from all sources.

‡ Footings correct with cents included.

Exhibit I

For teachers' examinations	2,795	2,390
For teachers' institutes and Summer Schools	2,267	918
For Lots	1,099	1,318
For new buildings	31,252	22,397
For repairs on buildings	10,841	11,967
For furniture	8,903	8,496
For apparatus	4,546	5,660
For insurance	1,837	1,565
For rent	2,117	2,140
For janitors	3,377	3,634
For fuel	1,198	1,269
For incidentals	6,958	4,714
For free text books	2,324	1,480
For county line pupils	718	242
For all unclassified ex- penses	6,530	7,135
	<u>\$484,110</u>	<u>†\$713,443</u>
		<u>†\$736,951</u>

*Cents omitted in all the above numbers.

†Footings correct with the cents included.

VALUE OF SCHOOL PROPERTY OWNED BY COUNTY BOARDS.

	1888.	1897.	1898.
Value of all Property.....	<u>\$456,625</u>	<u>\$672,916</u>	<u>\$755,824</u>
For Whites		555,071	623,170*
For Negroes		117,845	132,654
Sub-divided:			
Value of School Lots		\$100,424	\$107,396
For Whites		75,424	82,193
For Negroes		25,000	25,203
Value of School Buildings.		\$450,671	\$514,230
For Whites		37,506	82,193
For Whites		376,506	427,781
Value of Furniture	<u>\$50,291</u>	<u>\$90,254</u>	<u>\$99,346</u>
For Whites		76,559	83,243
For Negroes		13,695	16,103
Value of Apparatus		\$31,567	\$34,852
For Whites		26,582	29,953
For Negroes		4,985	4,899
Same as above	<u>\$456,625</u>	<u>\$672,916</u>	<u>\$755,824</u>

CHARACTER OF SCHOOL BUILDINGS OWNED BY COUNTY BOARDS.

	1888.	1897.	1898.
Number of Buildings		1,907	2,121
For Whites		1,456	1,638
For Negroes		451	483
Number of Brick Buildings.		12	14
For Whites		9	11
For Negroes		3	3
Number of Frame Build- ings		1,663	1,855
For Whites		1,276	1,435
For Negroes		387	420
Number of Log Buildings..		232	252
For Whites		171	192
For Negroes		61	60
Totals as Above		1,907	2,121
Number of rooms		2,430	2,705
For Whites		1,855	2,075
For Negroes		575	630

SCHOOL FURNISHINGS OWNED BY COUNTY BOARDS.

	1888.	1897.	1898.
Whole Number Patent Desks		18,127	22,441
For Whites		14,809	18,404
For Negroes		3,318	4,037
Number Double Patent Desks		13,707	16,694
For Whites		11,096	13,405
For Negroes		2,611	3,289
Number Single Patent Desks		4,420	5,747
For Whites		3,713	4,999
For Negroes		707	748
Totals same as above		18,127	22,441
Number Square Yards Good Blackboards		37,245	35,420

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For Whites	29,957	29,121
For Negroes	7,288	6,299
Total.....		\$171,485.56

EXPENDITURE FOR NEGRO SCHOOLS.

Above Itemized—	1888.	1898.
Salaries of teachers.....		107,843.01
Lots, buildings, furniture, etc.....		10,066.10
County Superintendents (prorated on enrollment)		10,912.28
County Boards (prorated on enrollment).....		4,066.91
Examinations and summer schools (prorated on enrollment)....		1,114.12
Debt and interest (prorated on enrollment)		28,300.59
All other purposes (prorated on enrollment)		9,182.55
Total same as above		\$171,485.56

COST OF NEGRO EDUCATION. 1888. 1898.

Per negro inhabitant	\$.89
Per negro youth of school age	2.58
Per negro pupil enrolled	4.20
Per negro pupil in daily attendance	6.20

PER CAPITA COST OF PUBLIC SCHOOLS INCLUDING BOTH RACES.

	1888.	1897.	1898.
Per inhabitant	\$1.28	\$1.54	\$1.58
Per youth of school age	4.26	4.68	4.82
Per pupil enrolled	5.81	6.77	6.78
Per pupil in daily attendance.....	9.11	10.27	9.96

ONE MILL TAX APPORTIONMENT.

	1897.	1898.
Greatest amount received by any county for \$1 paid (Gadsden)	\$2.27	\$3.00
Least amount received by any county for \$1 paid (Dade).....	.23	.....
(Lee)		.31
(See tables XIX. of 1896-97, and XII. of 1897-98.)		

VISITS AND COST OF COUNTY SUPERINTENDENTS.

	1897.	1898.
Number of visits made	2,315	3,900
Cost per cent. of all teachers.....	.062	.062
Largest cost per cent. in any county (Taylor)	.13	.....
(Lee) .....	.....	.147
Lowest cost per cent. in any county (Duval)	.037	.033

* FINANCIAL CONDITION OF COUNTY SCHOOL BOARDS.

	1888.	1897.	1898.
Total cash of all Boards, July 1... ..	\$53,185	\$43,971	
Total indebtedness of all Boards, July 1.....	115,341	165,139	
Net cash of all Boards, July 1... ..	39,728	20,647	
Net indebtedness of all Boards, July 1.....	101,899	141,915	
Net debt created during year.. ..	.....	94,621	
Borrowed money of the year un- paid, July 1 .....	.....	34,925	
Old debts unpaid, July 1.....	.....	46,679	
Warrants of the year unpaid, July 1.....	.....	83,534	
Number of counties with net cash balance, July 1	14	10	
Number of counties with net in- debtedness, July 1	31	35	

It was impossible to make a perfect balance sheet of the financial reports filed from the several counties, so diverse were the conditions reported in different counties, but enough is shown to demonstrate that the tendency is to go in debt. For information on this point relative to any particular county, see Tables XX. and XXIII. on pages 127 and 164. For any statistical fact pertaining to any county, see Chapters IV. and V., beginning on pages 100 and 130, respectively.

* Cents omitted.

OBSERVATIONS ON STATISTICS.

NUMBER OF SCHOOLS.

In reporting the number of schools, only those actually taught are included in the count. The statistics show that there was an increase of 71 schools during the past year, 51 for whites and 20 for negroes. There has been an increase of 356 schools within the past decade. No special pride is taken in calling attention to the increase, for the value of the system is not measured by the number of schools. The policy of this administration from the very first has encouraged decreasing the number of schools as much as circumstances would permit, by consolidating two or more weak schools into a stronger one. Should the enrollment and average attendance continue to grow, I would rejoice in seeing the number of schools decrease, and larger and better schools, taught by better teachers and for longer terms, take the place of a great number of small schools. An examination of the Report of two years ago, and of the Special Reports of County Superintendents for the present biennium, will disclose the fact that many county administrations have adopted the policy of keeping down the number of schools, rather than multiplying them. The want of courage to prevent their multiplication is one cause of the deficit in funds, and is the best evidence of weakness in some county administrations. It is my deliberate opinion that had it not been for the advocacy of this policy, the number of schools in the State would now exceed 3,000, and the school system would have been weakened in the same proportion. I as firmly believe that the number now in existence, by judicious consolidation and location, might be reduced at least 500, and the strength of the educational system of the State, by wise management, would be enhanced equally with the percentage of decrease in number of schools. So long as the State remains sparsely settled and comparatively poor, a wise policy would be to turn a deaf ear to many applications to subdivide and multiply small schools. It would be folly to think of locating the schools as near to each other as they are in the richer and more populous States. Except for urgent necessity, schools should not be located nearer than the *three-mile limit* prescribed in the law. It would prove rather a benefit than an injury for robust children to walk two, or even two and a half miles, to reach a school under the tuition of competent in-

struction, rather than that every child should attend a school on the section of land upon which it lives—our fathers and mothers, who walked two and three miles to school, were made more robust by the enforced exercise. Multiplication of schools necessitates weaker teachers, shorter terms, and poorer appliances.

So much is said upon this head with the desire to counteract the tendency prevalent in some sections, to grant every request to establish another school, under the erroneous idea that it manifests interest and advances the cause of education. Our aim has not been to make large numerical counts, but rather to consider the value of the things counted. Cases are reported where two schools for the same race, on account of some local sentiment or prejudice, are sustained in a small town, while one good school would easily accommodate all the patronage, and permit the employment of better teachers for longer terms. Since my attention has been called to these violations of the statutes, the State Board of Education will be called upon to act in the matter, unless the School Boards in such counties comply with the statute from this time forward.

SCHOOL ENROLLMENT AND AVERAGE ATTENDANCE.

The total enrollment and average daily attendance in the public schools show healthy increase every year during the past decade. The increase in enrollment during the past two years was 8,082, for the last year, 2,936. The increase in average attendance is even, proportionately, greater.

While it would seem that 29 of every 100 children of school age, not enrolling in the public schools during any one year, is too large a per cent. neglecting the privileges of education, still, when we find that the percentage of enrollment in the public schools in this State, even when counting both races, is greater than the average in the United States, it occurs that there is little cause to suspect that our public schools are not appreciated. This favorable showing for the public schools is made despite the fact that the percentage of enrollment for the United States is calculated on a basis of youth between the ages of 5 and 18, while in Florida the school age is from 6 to 21 years, the comparison slightly to the disadvantage of the latter, because there is a less per cent. of youth enrolled between 18 and 21 years of age than during any other three years of their educable life.

In the whole United States, by the Commissioner's Report for 1897, the per cent. of school population enrolled in the

public schools is 69½ per cent.; in Florida, for the year 1898, counting both races, it was 71 per cent.; counting the whites alone, 78 per cent.; the negroes alone, 61 per cent. It is further shown that the number of youth of school age enrolling in the public schools in this State is larger than in the combined North or South Atlantic, or South Central, Division of States; and that it is greater than in 29 other States in the Union.

The average attendance, as compared with enrollment, in the United States, is 68.8 per cent.; in this State, for 1898, it is a fraction over 68 per cent., which is greater than is shown in either the South Atlantic or Central Division of States, and greater than is reported in 20 other States of the Union. Hence, in the matter of school enrollment and attendance, the facts show that the condition in Florida is at least normal, and, considering that the count is somewhat reduced by the lesser appreciation of the negroes, diminishing the average, it appears that there is cause for satisfaction, if no more, with school attendance and the interest that it bespeaks in public education.

AVERAGE LENGTH OF SCHOOL TERM.

That the school term is entirely too short to enable the public schools to properly do the work of education, is admitted by every one giving the matter serious thought. Since the State taxes itself to prepare one generation for better citizenship in the next, it is certainly an unwise policy to make such a large outlay of money while stopping short of accomplishing properly what is done only in part, but as this question is treated under another subdivision, in the argument made for increasing school revenues, only the comparative standing of this State with others will be given under this head.

In the year 1897, the average length of school term in the whole United States was a fraction over 140 days, each general subdivision of States showing a greater average than the State of Florida, except the South Central Division, in which Florida is included. The average length of school term in Florida, including both races, for 1898, was 104 days; for whites alone, 106; for blacks alone, 99. The general average for the North Atlantic Division was 173; for the North Central and Western Divisions, 151 and 141 respectively, there being only 10 States and Territories in the Union which gave to their children a less number of days of education in the public schools.

In demonstration of the fact that the school term is too short, and that public education must be disappointing in the end when compared with other States in this respect, the following facts are cited: The average number of days schooling given for every youth of school age in the United States, according to the Report of 1897, is 67. It must be remembered that some get a great deal more, and some none at all. Divided according to the general division of States, the North Atlantic Division gave 86 days, the South Atlantic Division 42, the South Central Division 38, the North Central Division 81, the Western Division 77, and Florida, in 1898, 50 days schooling, upon an average, to every one of her educable youth; counting whites alone, 57 days; negroes alone, 41 days. If it is recognized as a fact that every section of the country is, in a sense, in competition with every other section, it becomes clear that the youth reared in Florida and receiving such a small per cent. of educational advantages, compared with those educated where there are longer school terms and better school facilities, will be at a disadvantage in the competition. There may be some consolation to those who are satisfied with present conditions, in the fact that 15 States in the Union give an average of a less number of days schooling annually to all of their educable youth. But to one who covets the very best gifts for all the youth of the State, there is very little satisfaction in knowing that 34 States and Territories appear to be discharging their obligation to their coming citizens better than his own State. These facts are stated, not to complain at what the State has been doing, for under the circumstances it has acted nobly towards its children, but by calling attention to what others are doing to stress the fact that the duty point has not yet been reached in the matter of public education. More will be said on this line in discussing other questions.

DEFECTIVE YOUTH OF THE STATE.

I feel that my duty would be but partially discharged in making this Report, if I neglected to call attention to the number of defective youth in the State who are not taking advantage of the opportunities afforded at the Institute for the Blind, Deaf and Dumb. The Census of 1896 shows that there are 146 blind and deaf-mutes between the ages of 6 and 21 in the State, while there is less than one-half of that number on the register of the Institute. It seems that every possible thing has been done to acquaint parents and guar-

dians of this class of unfortunates with the advantages presented at this State Institution. After the Census of 1896, in which the address of the parent or guardian of each of such youth was obtained, a list was printed containing the race, name, age and sex of each of these unfortunates, with the address of the parent or guardian, and was sent to the county school officers in each county, with the request that influence be exerted to secure the attendance of every such youth at the school provided for them. They were requested to make known the fact that it was not an asylum, but a school, and a kind and comfortable Christian home where the children of indigent parents were boarded and educated entirely at State expense; to give all necessary information and assistance to those wishing to avail themselves of the advantages of the State's generous effort to fit this class of citizens for self-sustenance.

A number of these printed lists were sent to the Superintendent of the Institute with instruction to issue a circular letter and to address one to the parent or guardian of each blind or deaf-mute in the State. Attention has been called to this Institution at various times, through advertisements and press notices. But with all these efforts only 62, counting both white and colored, blind and deaf, have been induced to avail themselves of the advantages of this Institution, the only one in the State where they can be educated.

I have several times visited this Institution, some times spending two or three days as an inmate, associating with teachers and pupils, inspecting everything connected with it, and it gives me pleasure to say, that I have never seen a happier family of children than those enjoying its advantages. Many of them are looked after more carefully, as to body, mind and morals, than they could possibly be at their own homes; many are better fed, better clothed, and even better nursed in times of sickness, than their parents are able to do.

These facts are stated in order that parents who are unwilling to risk such children away from the sacred precincts of their own home, may get right impressions in regard to the character of the Institution, and may give them the benefits of an education which can not otherwise be obtained in this State. They are also given to call the attention of the charitably disposed throughout the State to the character of this Institution, and with the hope that they may exert influence in inducing the attendance of all such youth at this school. The plant is provided, the teachers and attendants are all

employed, and with very little additional cost the State can provide for the whole of this class, and would gladly see all of them enjoying the benefits offered.

PLENTY OF TEACHERS.

The statistics on the subject show that there are plenty of teachers resident in the State, though, in some cases, not distributed as well as the requirements of the schools demand. If a County Superintendent is industrious and will answer inquiries for positions (complaint has often reached me that some do not), it would be an easy matter to obtain a sufficient number of teachers to fill all the schools with residents of the State as far as it is advisable to do so. I fully believe that, all things else being equal, preference should be given to home talent. The report is made from many counties, that the teachers that have come under the influences at work in our own State, as a rule, do better work, manifest greater interest, and give better satisfaction, than those that are brought from a distance, bearing overdrawn testimonials. There certainly can be no opposition to a faithful teacher, it matters not whence he comes, and he should be welcome as he shows merit, interest, honesty and skill. But it is believed to be the duty of those charged with the employment of teachers, not to reject home talent without first thoroughly investigating the character and qualifications of those who are to take the places denied to certificated teachers residing within the State.

While speaking of teachers, I wish to commend the teaching body of Florida for the co-operation given in the effort to improve the character of the teaching force. Considering the short term, and the small salaries received, the efforts made to increase their own knowledge and skill by attendance upon Associations, County and State Institutes, Summer Schools, and all other means provided for their improvement, for creating aspiration and inspiration, the teachers of this State rank with those anywhere. They have made remarkable growth in every respect since first it became my duty to look into their work and condition as teachers. I would feel that I had been derelict in my duty if I failed to commend the efforts made at improvement, and to thank them as a body for the co-operation which they have always rendered me in instituting the examination system, and other means to elevate the standard of teachers. All has not been done that must be done, but the progress made and the spirit with which efforts at progress have been received, deserve commendation.

RESULTS OF THE UNIFORM EXAMINATIONS.

The reports for the past two years show the following number of examinees for teachers' certificates: 2,361 in 1897; 2,023 in 1898; of which 1,599 in 1897, and 1,359 in 1898, were successful in receiving some grade of county certificate. While the examinations, as a whole, I doubt not, were honestly conducted, and the papers faithfully graded, still, I am satisfied, from statistics that come from other sections of the country, that too large a per cent. of persons seeking certificates have been admitted into the profession. It cannot be said how this was done, and will not be said that any considerable per cent. of it resulted from fraud, while it is believed that in a few cases fraud was practiced. Nor can it be positively asserted that Grading Committees have been too lenient, still, statistics and after experience with many persons employed as teachers, demonstrate that teachers were made rather profusely.

In illustration of this last statement, only one comparative instance will be cited, many others might be added. In the great State of New York, with all of her Colleges, Normal Schools, Institutes, long terms of schools and general excellence of educational facilities, where it is natural to suppose that as large a per cent. of applicants for teachers' certificates would be worthy to receive the same as in Florida, the facts show that in 1898, out of 17,457 examinees for the various grades of county certificates, only 5,322 were successful. The statement has often been made that the New York Uniform Examination questions are not as difficult as those given in Florida, being urged in complaint against the Superintendent of this State for the rigidity of the examinations. Whether there be any truth in that complaint, I will not pretend to say, but now accept it as a fact, and in turn ask some one to explain why it is that only 30 per cent. of the applicants for certificates in New York obtained the same, while upwards of 67 per cent. were successful in Florida, both in the years 1897 and 1898. One of two things must be true; either that the teachers in Florida are more scholarly than those in New York, or that the examinations are conducted with greater leniency in the State of Florida. In the State of New York, there is an expert Committee to grade all the papers. In this State, the Committees are too often made up of young, and possibly, persons illy-prepared to keep the door that admits to the high profession of teaching. It may be due to knowledge of this fact that opposition to a District or State Grading Committee exists in some counties. I am satisfied that where this opposition exists, in most cases at least, there is really greater necessity for a

Grading Committee removed further from local influences and from sympathy for their immediate friends in the profession.

At any rate, the attention of the Legislature will be called to the fact that it might be well to provide Grading Committees in a different way and to throw additional safeguards around the conduct of the examinations, and I confidently expect that every truly professional and competent teacher resident in this State will approve of the advised change.

RECOMMENDATIONS TO THE LEGISLATURE.

As stated in the Introduction to this Report, very little space will be consumed by myself in arguing the necessity or advisability of recommended changes in the law. It was desired in this Report to put the County Superintendents, and other school officers, in evidence, as they are more directly connected with the execution of the law and it is likely that their opinion will have more influence than the recommendations of one man.

1. *School Census:*—

I recommend that the present law be changed so that the census shall be taken by the County Superintendent or School Board.

The present law is indefinite as to detail, places the responsibility upon too many to secure expedition and reliability; it fails to state clearly who shall pay for the work, or to provide any compensation for the one doing the clerical part of it. It also requires the taking of the census of all children "between the ages of 4 and 21" as well as between 6 and 21, the first being entirely superfluous work, as I know of no earthly use made of that information.

It might be a good idea to place the responsibility of the census upon the County Board of Public Instruction and to require each one, or his agent, for whom he should be responsible, to enroll the children in his own School Board District. Should he take it himself, the better acquaintance with his people and with the condition and needs of the schools which he would acquire, might be an incalculable benefit to him in the discharge of his official duties.

But the better plan would be to place the responsibility upon the County Superintendent. This has been recommended by every State Superintendent from the first to the present one, who had anything to do with the taking of a census. My immediate predecessor recommended that the duty be placed upon the County Superintendent and that he be paid four cents for each child enrolled. Other Superintendents have recommended that the compensation of

the County Superintendent be as much as five cents.

Section 260 of the Revised Statutes, or Section 76 of the School Compilation of 1897, requires that this census shall be taken again in 1900; I do most earnestly insist that this present Legislature will provide that it shall not be taken under the present law, with all the delay, annoyance and unreliability that must attach to work done by so many incompetent and irresponsible persons as are found among upwards of 2,500 school Supervisors. The operations of this law in taking the census in 1892 and 1896, was a clear illustration of the old saying, "Too many cooks spoil the broth."

2. *Teachers' Summer Schools:*—

I recommend that the appropriation made for Summer Schools for the past two years be made for the next two.

It is useless to argue the advisability of continuing this appropriation. It is well known to almost every one that every State and Territory now regard them as indispensable concomitants of the public schools, and liberal appropriations are made for their support, with the view of insisting upon and of improving a large class of public school teachers that cannot and will not take a course in a good Normal School.

Dr. J. L. M. Curry, agent of the Peabody Fund, recently wrote me as follows: "I shall be glad to renew the appropriation for Teachers' Institutes to the extent of \$1,200, provided your Legislature will supplement it by an equal or greater sum." You are referred to the reports of Summer Schools for the past two years, being Chapter II. of this Report, and also to the various allusions made to the same by the various County Superintendents in their Special Reports, found in Chapter VI., and to the discussion of Summer Schools by the State Convention of County Superintendents, beginning on page 426 of this Report. These Schools cannot be dispensed with so long as inexperienced and poorly prepared persons are permitted to play the role of teacher, and this will be the case everywhere until every teacher becomes a normal graduate or an expert in his profession—which means never.

3. *Amendments to the Examination Law:*—

I again recommend that Chapter 4331 of the Session of 1895, amending Chapter 4192, generally known as the Examination Law, be amended so as to limit the number of Second and Third Grade Certificates that may be issued to the same person; also, that Grading Committees be appointed differently from the plan now provided by law. It is gratifying to witness the unanimity with which the good results of the general features of this law are commended, both by school officers and teachers. Instead of discussing

here the necessity of the changes recommended, you are referred to what is said on "The Results of the Uniform Examination" on page 32, and to the various recommendations of County Superintendents in their Special Reports in Chapter VI., and to the discussion of the County Superintendents' Convention on this general topic, beginning on page 454 of this Report, and to Resolution 1 under Topic 10, found on page 487 of this Report.

4. *Compulsory Education.*—

The County Superintendents, at their recent State Convention, adopted the following resolution:

"Resolved, That a compulsory education law be enacted in the State of Florida, requiring every child between the ages of 6 and 14 to attend school at least 80 days in every year; Provided, That such limitations shall be attached to the law as will not make attendance a hardship upon any child.

I, myself, favor the enactment of some such law, provided the provisions are not made too rigorous. The moral effect of such a law will very nearly accomplish its purpose without any costly machinery to enforce it. The fact that 27 States in the Union have such a law in force is strong argument in its favor. I am informed that the operation of the law is commended wherever its execution has been wise and conservative. On this point I have not thoroughly investigated. I am also informed that the Commissioner of Education of the United States commends a conservative and wisely executed law upon this subject. I have not taken the trouble to ascertain positively his position in regard to it.

5. *Sub-District Laws.*

I recommend that Chapter 4336, Session Laws of 1895, be amended so as to simplify and make clearer all the provisions necessary to establish a sub-district; and to levy the tax; and that the duties and relations of Trustees to other officers be clearly defined.

An examination of Chapter VI. will show that nearly every Superintendent, in Counties where sub-districts are established, makes such a request. See also the discussion of the Convention of County Superintendents on this subject, beginning on page 471 of this Report, and a Resolution, found on the last page of the Report. In obedience to this Resolution, the bill submitted by Superintendent Young, of Citrus County, will be revised by myself, and it is hoped it will be enacted and all other laws on the subject repealed as a whole.

6. *Primary Certificates.*

I recommend that a Special Certificate, leading up to a

Primary Life Certificate, good only in the Primary Department of Graded Schools, be provided for by law. For argument upon this subject, see page 24 of the Report of this Department for 1896, also page 459 of this Report and Resolution 2 on page 487, adopted by the County Superintendents in Convention assembled.

7. *Course of Study.*

I recommend that Penmanship be restored to the Course of Study on which all teachers must be examined, and that Book-keeping be required in the examination for teachers' First Grade Certificates. The first part of this recommendation was endorsed in Resolution 6 of the recommendations of the County Superintendents' Convention, found on page 488, but the recommendation in regard to Book-keeping was lost, as will be seen by Resolution 7, found on the same page. Nevertheless, I believe that the principles of all leading Graded and High Schools should be prepared to teach at least the elements of this science, hence the recommendation made to the last Legislature is renewed.

8. *Text-Book Law.*

I recommend that a Text Book Law providing for County Adoptions be enacted.

The State is entirely without any law upon the subject, since the law of 1893 was left out in the codification of the Revised Statutes. After conference with myself and others, Superintendent Buchholz, of Hillsborough, prepared and submitted to me, a bill providing for county adoptions, which, with some revisions will be presented to the Legislature for action thereon.

There are many in the State favoring State Uniformity, others, the creation of a Book Commission whose duty it shall be to examine books and to recommend two or more texts on each subject from which County Boards shall make adoptions. I am somewhat inclined to the latter course, but make no such recommendation, as the text book question is a very serious and complicated one, and any school officer taking a decided stand upon this question is liable to have his good name besmirched.

Notwithstanding the great amount of literature in opposition to State Uniformity, or State Advisory Committees, profusely and promiscuously circulated by capital invested in School book publications, I am unable to see why such provision wisely, judiciously, conservatively and incorruptably administered would prove a detriment to the State. Such a law seems necessary to throw some kind of safeguard around the

adoption of books, as well as to institute some degree of progress in the selection of books in many of the weaker counties, and it might be made so flexible that the counties more capable of discharging this duty for themselves, may not be retarded in progress. Every utterance on an educational platform in opposition to any species of State Uniformity seems to be more or less suggested by those engaged in the manufacture of books. Such utterances, it matters not by whom made, bear the marks of being, to a greater or less extent, a rehash of what has already been published upon the subject; but when some one else delivers himself, the essay or oration is immediately printed and spread broadcast in the territory which it is liable to affect. In the face of all this effort at creating adverse sentiment, if it were possible to insure a pure and wise execution of such a law, I am unable to see any arguments against an Advisory Book Commission. But should a mistake be made, I readily confess that with State adoption, or limited State supervision under the provision of an Advisory Committee, it would be far reaching in its consequences, hence, as I could not insure such an administration, and as the question is a mooted one, I abstain from recommending more than a law providing for county adoption of books. I find in me a spirit that resists to the utmost a seeming effort of organized capital to tutor the utterances of the educational press and speakers and to influence official recommendation and action as though the administration of schools were a partitive one, one factor being the book companies, the other the officers legally charged with school government.

For the discussion upon this subject by the Superintendents of the State, you are referred to page 465 of this Report, also to Resolution No. 8 on page 488.

9. *Collection of Poll Taxes.*

I recommend that some law be enacted that will insure better collection of the poll taxes.

In consenting to the Constitutional Amendment taking fines and forfeitures from the school fund, as the amount received from that source was very small, and as the large fund that should arise from this source was largely lost to every Department of State, it was understood that compensation should be made to the school fund by providing that poll taxes should be more uniformly collected. An examination of the amount of poll tax reported as collected, in this and previous Reports, will disclose the fact that no such compensation has as yet accrued in the aggregate to the school funds of the State. I sincerely believe that the head of every family enjoying the benefits of the public schools should be forced to contribute at least \$1 towards their support.

10. *Abolish the 5-Mill Maximum and Give to County School Boards the Undisputed Right to Fix the Levy.*

For argument upon this subject see the recommendation, direct or implied, in the Special Report of nearly every County Superintendent, recorded in Chapter VI. of this volume. See also the discussion upon this subject, beginning on page 442, also Resolutions 3 and 4 on page 488.

I must be permitted to make a short argument upon this almost unanimous endorsement of County Superintendents, and of many of the School Boards in the strongest financial counties in the State. It is claimed that in asking for this amendment to the Constitution, it is only asking local option, or the right of voters of each county to tax themselves as they may desire for the support of public education. In placing the authority to make the county levy in the hands of a County School Board elected by the voters of each county, every two years, is virtually placing in the hands of the people the option to tax themselves. The cry comes up from nearly every county that the school funds are inadequate, though 34 counties are already levying the maximum limit, and many are striving to provide better school facilities through the vexing and often disappointing sub-district system.

The opinion largely prevails that the public school system has about attained its growth, and will largely fail to meet public expectation in its results unless more funds are provided. Meeting the demands for larger and better adapted school buildings, which is imperative and almost universal throughout the State, is out of the question unless this restrictive limit, which is not placed upon the taxes for any other purposes, be removed.

One epoch in the evolution of the public school system, the most laborious and trying one, that of organization and establishment, may be said to be now complete. Public education is, and will be henceforth, recognized as one of the fixed, best paying and most responsible functions of State government. It is sincerely and heartily accepted by a majority of the voters that the obligation rests upon the State to do the *magnum opus* of public education. The school tax may be truly said to be paid more cheerfully than any other. The demand for longer terms and better schools is far beyond the ability of County School Boards to meet. The opinion generally obtains among school officers, and is shared in by myself, that the limit of public school development is about reached unless more liberal provisions are made, under the State Constitution, for the support of education.

Absolute illiteracy has been reduced, but there exists a large per cent. of comparatively illiterate, whose education is of such a character that they are lifted but a slight degree above the absolutely illiterate, if breadth of comprehension be taken into account. It is an old truism that "A little learning is a dangerous thing;" education, to be beneficial, must be of a kind and to a degree that broadens, develops judgment, and forms the foundations of character. This education must be of a different type to that usually acquired in a four months school, and it must be received through the medium of a better grade teacher than can often be secured for a large proportion of the public schools with the funds at command. The educational system of this State ranks well with other Southern States, where conditions are similar to our own, but if satisfied with the present status, the ideal of public education is altogether on too low a plane, and the public schools will prove in the end rather a curse than a blessing.

The assumption of the State to do the work of education has almost completely paralyzed private and individual efforts in that direction. Then, the State must rise equal to the demand, or retrogression in the average intelligence of the body politic will be the inevitable result. It is, then, a duty to make the public schools better, or it will be found that the Commonwealth has relatively lost by giving *the many* but a smattering of an elementary education, less profound an intense than was acquired by *the few* before the inception of State education. The institution of the public school produced a kind of leveling in education, and unless the general standard is elevated by longer terms and more skillful teaching, it will be found that the average of intelligence was greater when *the few* educated themselves to a high degree, and *the many* were practically in ignorance.

The present is in many respects a superficial age, in which sham and pretense have largely usurped the throne that should be occupied by worth and genuine interest. The enthronement of superficiality in places fit to be held only by the scholarly and profound, has everywhere been the concomitant of the introduction of universal education. The pettifogger usurps the prerogative of the jurist, the demagogue holds the seat of the patriot and statesman, the real teacher is supplanted by the boorish and more pretentious professor. This retrogression may proceed until every phase of life becomes thoroughly saturated with superficiality. Education may multiply while scholars diminish in number and in influence. It is time to call a halt in the

progress, of the superficial, the sham and the pretentious. This condition has largely come through the introduction of an inadequate public school provision. As the retrogression largely came through the introduction of public education, the reformation should come through the public schools, by the establishing of longer terms and by providing and insisting upon more scholarly and professional teachers.

If any one will stop to consider the matter for a moment, he must know that it is but the pretense of an education that can be given to the youth of the State by an annual term of 80 days, which obtains in most of the counties. The State must be honest and not practice deception upon its coming citizens by deluding them with the notion that they are being better educated and prepared for honorable and responsible citizenship when it provides for them but a four-months school term under the tuition, to say the least, of a poorly qualified and indifferent instructor. If space permitted, I would like to say more upon this subject, but will add but one other point.

The change is in the organic law, and must be voted upon by the people of the State; and I fail to see how any one, claiming to be a Democrat, will refuse to submit to the people the right to say whether or not they shall be allowed to tax themselves more liberally for the education of their own children.

11. *A free Scholarship in the State Normal.*

I recommend that a free scholarship be given in the State Normal School perpetually, good for two years to the same individual, for each county in the State. In support of this recommendation, the fact is cited that the State is now educating one military man for each county. It seems not an unreasonable thing that the teacher be put upon an equal footing with the soldier. Attention is called to a Resolution on this subject, found on page 489, adopted by the recent State Convention of County Superintendents.

Other recommendations on minor questions might be made, but they can be communicated otherwise to the Legislature.

CHAPTER II.

Teachers' Summer Schools.

Section 3, of Chapter 4566—"An Act to Provide for Teachers' Summer Schools and to make Appropriations therefor," reads as follows: "It shall be the duty of the State Superintendent of Public Instruction to submit a report to the next General Assembly, showing where and the number of such Summer Schools conducted, the number of teachers attending each by sex and race, the number of conductors of each school, the number of days service rendered by each, and submit vouchers for every dollar of the fund paid out."

A part of the fund supporting these schools was contributed by Dr. J. L. M. Curry, Agent of the Peabody Fund, to whom report also was required to be made. This was made to conform to the statutory provisions, so that the same report would answer both for the Agent, or Trustees of the Peabody Fund, and for the State Legislature.

The reports made to Dr. Curry for the years 1897 and 1898 will both be submitted here without *material* change, it being understood that wherever the name of Dr. J. L. M. Curry occurs, or reference is made to him, the General Assembly also is meant.

EDUCATIONAL DEPARTMENT, STATE OF FLORIDA, }
OFFICE OF W. N. SHEATS, SUPERINTENDENT, }
TALLAHASSEE, Oct. 19, 1897. }

Dr. J. L. M. Curry, Agent Peabody Fund,

1736 M. St., N. W., Washington, D. C.:

DEAR SIR—The report of the Teachers' Summer Training Schools held in this State during the past summer is so delayed from various causes that I am almost ashamed to present it, especially after so many direct promises on my part to report with promptness. But I will not encumber the report with the many valid excuses for my tardiness,

SUMMER SCHOOLS, "NOT INSTITUTES."

As this summer work among the teachers usually continues for two months in this State, and is not confined chiefly to lectures by alleged experts while their benighted hearers look on with admiration at their wonderful exhibition of knowledge, but actual recitations are interlarded with lectures and model lessons, these institutions in Florida are called "Teachers' Summer Training Schools." Our condition is yet such that the necessity still exists for teaching *the what* as well as *the how*.

THE FUNDS.

You were notified last spring that the direct result of your address to our Legislature, on the 29th of April, was an appropriation of \$3,000 annually to be added to and to co-operate with the donation of the Peabody Trustees for the prosecution of this work. The amount of funds placed at my command this year was \$1,200 by the Peabody Trustees and \$3,000 by the State Legislature, a total of \$4,200.

NECESSARY DELAY IN OPENING THE SCHOOLS.

The legislative appropriation on which your donation was based was not approved until June 5th, thereby requiring all of the preliminary work in establishing these schools, such as advertising for locations easy of access and securing cheap and ample boarding accommodations, selecting sites and faculties, and giving publicity to the same, had all to be done after that date. It was impossible to do this preliminary work successfully and open the schools earlier than July 12th.

ATTENDANCE CREDITABLE.

It was so late before definite information could be given in regard to the Summer Schools, that several counties, having caught the inspiration that had gone out from this work from previous years, became restless with waiting for something definite and proceeded to hold institutes of several weeks' duration under *county auspices*, all of which were well attended; other counties, having given up all hope of Summer Schools, had arranged to open their regular public schools, some in July, others in August. All of this militated against the largest attendance. This can be avoided in the future, for the first time, as it will be known before the opening of the new year that Teachers' Summer Training Schools are provided for and will be held. Notwithstanding these disad-

vantages the attendance reported further on speaks for itself. Another year the schools will be advertised and opened earlier, and doubtless will be still more largely attended.

NUMBER OF SCHOOLS AND LENGTH OF TERMS.

In the advertising circular issued on the 25th of June and extensively circulated, 12 schools were proposed; 8 exclusively for white teachers, 6 of these to continue eight weeks; 2, one each at Mayo and Perry, designed to reach principally the teachers of the counties wherein located, were to continue for only *four* weeks; 3 were for the patronage of negroes alone; one, at Monticello, was arranged for the instruction of both whites and blacks, in separate departments. The negro population is so concentrated in certain sections of the State that the unequal number of schools is no injustice, nor bar to negro attendance, as the report of attendance will indicate.

REASON FOR CURTAILMENT OF TERM OF CERTAIN SCHOOLS.

Off account of small attendance at White Springs, the school was closed at the end of the *first month*; the Brooksville school closed at the end of *six weeks*, as many of the teacher-pupils were under contract to begin their public schools before the Summer School would close; the same reason caused the school at Marianna to close at the end of the *seventh week*, while the other schools were all conducted for full the term of *eight weeks*.

NO FICTITIOUS ATTENDANCE REPORTED.

Attendance at all of the schools was restricted to *actual teachers*, and to persons qualifying to teach over sixteen years of age. Visitors and occasional attendants upon the popular lectures are not reported to *swell the count*, or to create exaggerated impressions of the magnitude of Summer School work.

Registers and blank forms for *weekly reports* were furnished to the principal of each school, who was required to call the roll and note absentees daily, and to make a full report to the State Superintendent at the close of each week, the correctness of which was required to be certified to both by the principal and his assistants. The statistics thus obtained and submitted should be worthy of credence.

ACTUAL ATTENDANCE.

The Grand Total in the following Table shows that there was a total enrollment of 717 actual and prospective teachers;

218 of these were males, 499 females. In 1896, there were 2,500 teachers, 1,929 white, 579 negro, employed in the whole State. The enrollment in the Summer Schools was upwards of 28 per cent. of the whole number; about 20 per cent. of the whole number of white teachers, and upwards of 57 per cent. of the whole number of negro teachers.

The total average daily attendance of 497, out of an enrollment of 717, gives an average daily attendance of over 69 per cent., which is above the average school attendance in the State.

Again, a total of 148 male and 313 female teachers, making a total of 461 *actual teachers*, is demonstration that the attendance upon Teachers' Summer Training Schools is not confined to children, as has been falsely asserted.

In further evidence that *bona fide teachers* attended these schools, attention is directed to Table II.

TABLE I—SHOWING, (1) THE LOCATION OF SUMMER SCHOOLS; (2) ENROLLMENT; (3) AVERAGE NUMBER IN DAILY ATTENDANCE; (4) THE NUMBER WHO HAVE, AND HAVE NOT TAUGHT.

WHITE SCHOOLS.

Location of Schools.	Enrollment.			In Daily Attendance.			Who have Taught.		Who have not Taught.	
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Male.	Female.
Milton.....	16	33	48	8	21	29	12	20	4	12
Monticello.	8	26	34	4	18	22	5	14	3	12
Mayo.....	16	8	24	14	8	22	10	6	6	2
Perry.....	15	8	23	12	6	18	7	4	8	4
White Springs.	7	17	24	5	11	16	4	8	3	9
Palatka.....	16	35	51	8	20	28	12	21	4	14
Brooksville.....	10	29	39	8	21	29	4	17	6	12
Orlando.....	17	82	99	12	61	73	9	71	8	11
Punta Gorda.....	20	23	43	14	11	25	14	11	6	13
Total White.....	125	260	385	85	177	262	77	172	48	88

NEGRO SCHOOLS.

Marianna.....	29	13	42	20	8	28	20	7	9	6
Monticello.....	25	27	52	12	17	29	20	19	5	8
Jacksonville.....	23	122	145	17	104	121	19	74	4	48
Ocala.....	16	77	93	9	48	57	12	41	4	26
Total Negro.....	93	239	332	58	177	235	71	141	22	98
Total White.....	125	260	385	85	177	262	77	172	48	88
Grand Total.....	218	499	717	143	354	497	148	313	70	186

TABLE II—SHOWING THE GRADES OF TEACHERS' CERTIFICATES
HELD BY THE STUDENTS IN SUMMER SCHOOLS.

WHITE SCHOOLS.

Name of School.	First Grade.		Second Grade.		Third Grade.		No Certifi- cate.	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Milton.....	6	2	2	8	4	10	4	12
Monticello.....		*2	2	7	1	6	4	11
Mayo.....	5	1	5	3	2	3	4	1
Perry.....			3	1	4	2	8	5
White Springs	1	1	1	6	1	2	3	9
Palatka.....	2	1	5	15	5	10	4	9
Brooksville....	5	9	1	8	0	3	4	9
Orlando.....	1	4	5	33	3	13	8	32
Punta Gorda...	5	3	4	3	5	4	6	13
Total White.	25	23	28	84	25	53	45	101

NEGRO SCHOOLS.

Marianna.....			7	2	13	7	9	4
Monticello.....	2		8	5	9	13	6	9
Jacksonville...	3	4	7	28	9	42	4	48
Ocala.....		1	6	17	3	24	7	35
Total Negro.	5	5	28	52	34	86	26	96
Total White.	25	23	28	84	25	53	45	101
Grand Total.	30	28	56	136	59	139	71	197

*One pupil held a State Certificate.

TABLE III.—SHOWING THE DISTRIBUTION OF ATTENDANCE BY COUNTIES AND RACE.

COUNTIES.	Whites.	Negroes.	Total.
Alachua.....	1	.....	1
Brevard.....	1	.....	1
Calhoun.....	3	.....	3
Citrus.....	1	.....	1
Clay.....	.....	1	1
Columbia.....	8	.....	8
DeSoto.....	34	.....	34
Duval.....	1	188	189
Escambia.....	1	.....	1
Franklin.....	2	.....	2
Gadsden.....	.....	1	1
Hamilton.....	14	.....	14
Hernando.....	26	.....	26
Hillsborough.....	3	1	4
Holmes.....	2	.....	2
Jackson.....	.....	40	40
Jefferson.....	28	39	67
Lafayette.....	21	.....	21
Lake.....	3	1	4
Lee.....	.....	1	1
Leon.....	2	1	3
Levy.....	1	1	2
Madison.....	5	7	12
Manatee.....	3	.....	3
Marion.....	7	83	90
Monroe.....	.....	2	2
Nassau.....	.....	2	2
Orange.....	93	2	95
Osceola.....	4	1	5
Pasco.....	3	.....	3
Polk.....	5	1	6
Putnam.....	45	6	51
Santa Rosa.....	43	.....	43
Sumter.....	2	.....	2
Suwannee.....	5	.....	5
Taylor.....	19	.....	19
Wakulla.....	1	.....	1
Walton.....	1	.....	1
Washington.....	1	1	2
From Other States.....	1	3	4
Totals.....	385	332	717

Table II shows that an aggregate of 499 teachers' certificates were held by students in the Summer Schools, divided as to grade as follows: One State, 58 First Grade, 192 Second Grade, 198 Third Grade. Their division as to sex and race may be seen from the Table. This is refutation of the allegation, that "the majority of the students attend Summer Schools to prepare them to obtain certificates, not to become more scientific teachers."

Table III shows that 39 out of the 45 counties in the State had some representation in one or more of these schools, though the attendance was small from nearly every county except from those in which a school was located. This fact may suggest the necessity, in order that the best results may be obtained, of abandoning the system of sending out the instructors by couples and of seeking to group the attendance of several counties at one school, substituting in lieu thereof, a school for each county and providing one strong instructor for each school. I would gladly receive suggestions from yourself and other eminent sources on the advisability of adopting this latter plan.

CHARACTER OF INSTRUCTORS EMPLOYED.

If variety and mixing of ideas are desirable, such has been the educational importation into this State that it is most fortunate in being able to obtain resident instructors representing many different States and educational institutions. The faculty given below is, as a whole, as strong as could be obtained within this State, and possibly in most other States; and hardly no two are natives of the same State, and, I believe, no two received their education at the same institution.

The work of the General Lecturer, Supt. L. W. Buchholz, a German by birth and education, a teacher both in Germany and the United States, now for many years an enthusiastic Superintendent of one of the most progressive counties in this State, was an attractive feature of each school for one week. Seldom have our teachers received so much practical instruction in the true art of teaching in the same length of time. Mr. Buchholz is purely scientific and psychological in his methods.

Speaking of them as a whole, we are proud of the Summer School instructors that Florida is able to produce.

The following Table gives the names of the instructors in each school, the number of days service rendered by each, and the actual amount of money each received;

TABLE IV.—Showing, (1) The Instructors in Each School; (2) The Number of Days Taught; (3) The Amount of Traveling Expense and Salary Paid to Each.

Name of School	Name of Instructors	No. Days Taught	Amount Paid Each for		
			Travel'g Expen's	Salary	Total
Milton.....	B. C. Graham, Principal.....	40	\$19 10	\$200 00	\$219 10
	W. S. Cawthon, Assistant.....	40	2 39	150 00	152 39
	J. I. Himes, Principal.....	40	5 55	200 00	205 55
Monticello.....	Thos. R. Baker, Assistant.....	40	8 75	150 00	158 75
	John J. Farie, Assistant.....	40	6 70	150 00	156 70
Mayo.....	W. A. Little, Principal.....	20	1 75	75 00	76 75
Perry.....	W. A. Little, Principal.....	20	6 55	75 00	81 55
White Springs..	W. E. Knibloe, Principal.....	20	3 75	100 00	103 75
	Thos. B. Kirk, Assistant.....	20	.....	75 00	75 00
Falmata.....	J. H. Fulks, Principal.....	40	4 25	200 00	204 25
	Miss Madge D. Lee, Assistant.....	40	.....	120 00	120 00
Brooksville.....	J. M. Guilliams, Principal.....	30	6 45	150 00	156 45
	Mrs Beulah A. Warner, Ass't.....	30	1 60	80 00	81 60
Orlando.....	Dr W. F. Yocum, Principal.....	40	2 45	200 00	202 45
	F. B. Shipp, Assistant.....	40	70	150 00	150 70
Punta Gorda.....	Arthur Williams, Principal.....	40	3 60	200 00	203 60
	Miss Benella Davenport, Ass't.....	40	8 90	120 00	128 90
Marianna.....	H. W. Demilly, Principal.....	35	2 75	131 25	134 00
	E. W. Barrington, Assistant.....	35	1 75	105 00	106 75
Jacksonville.....	Tom F. McBeath, Principal.....	40	.....	200 00	200 00
	W. L. Floyd, Assistant.....	40	2 80	150 00	152 80
Ocala.....	Henry E. Bennett, Principal.....	40	1 00	150 00	151 00
	Josiah Varn, Assistant.....	39	4 05	146 25	150 30
Gen'l Lecturer	L. W. Buchholz.....	40	106 26	200 00	306 26
			\$261 70	\$3,487 50	\$3,689 20

COMPLETE FINANCIAL STATEMENT.

WM. N. SHEATS TO SUMMER SCHOOL FUND.

DR.		
To State Appropriation		\$3,000 00
To Peabody Donation		1,200 00
CR.		
By printing Course of Study, etc.	\$ 31 00	
By expenses of J. H. Fulks in preparation of Course of Study	8 20	
By expenses of Dr. W. F. Yocum in preparation of Course of Study	22 30	
By expenses of L. W. Buchholz in preparation of Course of Study	26 00	
By one half traveling expenses of the State Superintendent	50 00	
By balance due I. I. Himes for Summer School of 1895	25 00	
By balance due O. P. Steeves for Summer School of 1895	25 00	
By balance due J. B. Parkinson for Summer School of 1895	37 50	
By cost of Instructors itemized above	3,689 20	
Total	\$3,914 20	
Balance to credit of the Fund	285 80	
		\$4,200 00 \$4,200 00

The above balance is due to the fact that it was found expedient to close certain schools earlier than had been arranged. It will be applied to the schools of next year.

Vouchers are filed in my office, with duplicate receipts, for every dollar paid out.

I send you herewith \$1,200 in receipts for the amount of the Peabody Donation.

APPRECIATION OF THE WORK.

I believe that every Summer School, without exception, before closing its exercises, adopted resolutions expressing great gratitude to the Trustees of the Peabody Fund, and to yourself in particular, for the impetus which you have given to "Teachers' Institutes" through the instrumentality of your fund, and they beg for a continuance of these opportunities.

No opposition will be found to Teachers' Summer Training Schools on the part of those who participate in them; if any is expressed, it is by those who do not attend them and who do not manifest enough interest in their profession to make efforts to progress therein.

Again, thanking you personally and, through you, your Board of Trustees, for the assistance rendered me in my work and the courteous treatment I have always received at your hands, I beg to remain

Yours most sincerely,

WM. N. SHEATS,
State Superintendent of Public Instruction.

EDUCATIONAL DEPARTMENT,
STATE SUPERINTENDENT'S OFFICE, }
TALLAHASSEE, FLA., Sept. 1, 1898.

*Dr. J. L. M. Curry, Agent Peabody Fund,
1736 M. St., N. W., Washington, D. C.*

DEAR SIR—It is my pleasing duty to report to you, for this year, the largest enrollment ever recorded in the Teachers' Summer Training Schools of this State, the same being in excess of the enrollment of 1897 by 43 per cent., of 1896 by 69 per cent., of 1895 by 102 per cent.

CAUSES OF INCREASE IN ATTENDANCE.

This large increase in attendance was due to three principal causes: *Firstly*, The fact being known that Legislative appropriation had been made and that your donation was

promised, removed all doubt that the schools would be held, and induced teachers to begin savings to enable them to attend, it also rendered it possible to make definite arrangements to open the school for each section at the most favorable time for insuring good attendance.

Secondly, The number of schools was increased from 12 separate schools last year to 18 this year, thereby bringing them within easier reach of a greater number of teachers. The 12 schools of last year comprised 9 departments for the instruction of white teachers and 4 for negroes; the 18 schools of this year provided 16 departments for whites and 8 for negroes, thus practically affording 24 schools. Two of these schools, one each at Quincy and Palatka, were for negroes alone; 6 others contained departments for both races, conducted by the same corps of teachers alternating between separate buildings for the two races.

Thirdly, The *prime cause* for the large attendance consisted of a greater appreciation of the advantages to be obtained at the Summer Schools, demonstrated by past experience of their actual and practical results. Not only is the *methodology* of the attendants upon these schools perceptibly enhanced, but their scholarship is improved, and those teachers who have made a practice of attending are constantly raising the grade of their certificates, besides being quickened and enriched in every way as teachers. They become more successful, have created within them loftier ideals, and acquire more self-confidence as well as art in the work of their profession.

THE GROWTH HEALTHY, AND TO WHOM DUE.

The assertion cannot and will not be denied that the teachers of Florida have made rapid advancement, in every respect, during the past six years, and the thanks of both teachers and patrons of our public schools are justly due to you and to the Trustees of the Peabody Fund for your donations, which rendered possible the success of a movement that has given new impetus to the work of education. You inaugurated this noble work six years ago through a donation of \$1,400, giving an almost equal amount yearly since that date, the value of which, in potential results, at first, was but indifferently appreciated; now, the Teachers' Summer Schools have become a necessity to the successful administration of the educational system of the State, and they are, happily, so regarded, by both teachers and patrons.

Largely through *your personal efforts* our State Legislature last year, supplemented the customary donation from your fund with an appropriation which went far towards insuring

the success of the schools. Besides this, the conditions of the Peabody donations prescribed by your wisdom and forethought, resulted in additions for several years to the sums you donated, from School Boards and communities, which, with the legislative appropriation, make an average of \$2 contributed within the State for the prosecution of these schools, for every one donated by your Board. It is needless to add, that the supplements made to your generous gifts have resulted in an increased appreciation, on the part of the people contributing these supplements, of the benefits of the system thus so successfully inaugurated. The true friends of the sacred cause of popular education will never cease to render hearty thanks to the wise and liberal assistance rendered this State from the Peabody Fund.

CHANGED CHARACTER OF THE SCHOOLS.

At the beginning of this movement, the Summer Schools were confined almost exclusively to the work of improving the *scholarship* of the teachers, but year by year the instruction has embraced more and more the "*How to Teach*;" while this year there was more of the method, the science and the art of teaching in the work of the schools than ever before. This was possible because the scholarship of the teachers had been constantly improving through the work of the Summer Schools and the influence of the State Uniform Examinations.

INCREASE IN NUMBER OF SCHOOLS AN EXPERIMENT.

The fact having been noted in previous years that the bulk of the attendance was from the counties in which the schools were located, and that it was difficult to induce a considerable number of the teachers of any county to attend a school located in another at a distance, many pleading want of ability from scant earnings, it was determined to try the experiment of increasing the number of schools so as to place one within easy reach of as many teachers as possible, and thus ascertain if they really desired to enjoy the benefits of the system. The largely increased attendance of this year abundantly demonstrates the success of the experiment, and assures the existence of a genuine appreciation of the advantages offered, as well as a promise of future increased interest in the work.

DISADVANTAGES OF THE INCREASE IN SCHOOLS.

While the attendance was increased 43 per cent. over that of the past year, the experiment of increasing the number of schools encountered one disadvantage, or drawback, which can only be overcome in the future by an increase in the re-

sources of the system, either through a larger appropriation by the Legislature or an increase in the amount of the Peabody donation, or both. It was found to be impossible to continue all of the schools for the full term of *two months*, as originally contemplated, as will appear from the Statistical Tables appended to this Report (Table IV Appendix). The terms varied in length from *four to eight weeks*, according to the progress and attendance developed in each. *It was deemed better to give the teachers of two counties each, the benefits of one month's instruction rather than to continue for two months a school reaching, practically, the teachers of but one county.*

You will observe from the Tables that no school lasted for a shorter term than *four weeks*, several continued for *five weeks*, some for *six*, one for *seven*, and one for the full term of *eight weeks*. Several schools in which the attendance and interest manifested was very gratifying had to be closed at the end of *four weeks* in order that the funds might hold out, the schools with the largest attendance, in proportion to the total number of teachers within easy access, being granted the longest terms.

DISPARITY IN RACE DEPARTMENTS.

One unacquainted with the conditions in this State, and noticing that there were 16 departments for the instruction of white pupils and only 8 for negroes, might conclude that there was discrimination against the latter. Such was not the case, for while the white population is not quite double that of the negro, still the negro population is not so well distributed over the State, the great majority of them residing in about 11 of the 45 counties. Reference to the last Bi-ennial Report of this Department will disclose the fact that some counties failed to report a single school for negroes, while in many others the number of negro schools is very small, and in these the teachers often have their permanent homes in the counties most largely populated by their race.

With this explanation it will be readily seen that the 8 schools, or departments, for the instruction of negro teachers, located judiciously, afforded facilities for the teachers of that race quite equal in all essential respects to those enjoyed by the whites. For one fact I am unable to account, that the attendance of negro teachers last year, with only 4 schools, was 332, over 57 per cent. of all the negro teachers in the State, while with 8 schools this year the attendance reached only 293. It may be due to one, or in part to all, of the following sup-

posed conditions: Worse financial condition, a greater number being in possession of Teachers' Certificates, decreased interest, or to the fact that some School Boards opened their regular schools while the Summer Training Schools were in operation.

CO-OPERATION OF SCHOOL BOARDS WILL BE REQUIRED.

This year several School Boards, after the location of Summer Schools had been determined, decided to begin the County Schools, thereby preventing the attendance of some who desired and would have attended the Teachers' Schools. Any School Board asking the location of a Teachers' Summer Training School in its county in the future, will be required to make a pledge not to open the public schools until the Teachers' School is closed. If this contract be broken, the Teachers' School will not be held, or will be promptly closed if in operation. It does not admit of question that the attendance of many teachers was prevented by want of proper co-operation on the part of a few School Boards.

ATTENDANCE BONA FIDE.

As was stated in my Report of last year, the attendance at all of the schools was restricted to *actual teachers* and to persons over 16 years of age *qualifying to teach*. Visitors and occasional attendants upon the popular lectures of the school are not reported to *swell the count*, or to create exaggerated impressions of the magnitude of the Summer Schools. The principal of each school was required to keep a register of the daily attendance and to report in detail, on blanks furnished, to the State Superintendent at the close of each week. Each report was certified to by the principal and his assistants. A sample blank report required to be made weekly by the instructors in each school is appended to this Report as *Table V*.

ANALYSIS OF TABLES.

Included in an Appendix to this Report will be found the following *Statistical Tables*, giving in detail the facts of the several schools, as they are required, in the act making the Summer School appropriations, to be reported to the Legislature:

Table I. Shows the location of each school, the enrollment and average attendance by sex and race.

Table II. Shows the grade of certificate held by those attending the schools by sex and race.

Table III. Gives the distribution of attendance by counties and by races.

Table IV. Shows the instructors employed in each school, the number of days' service rendered and the amount paid each.

Table V. Contains a *sample blank report* required to be made weekly by the instructors of each school.

Table VI. Gives a complete financial exhibit to be accompanied by vouchers.

OBSERVATIONS ON TABLES.

Table I. From this we gather the following facts: That the total enrollment in all the schools was 1022; that the enrollment consisted of 729 white teachers and 293 negroes, the former being 36 per cent., the latter 46 per cent. of all the teachers employed in the State for the year 1897.

The *average daily attendance* upon all the schools was 671, of whom 477 were whites and 194 negroes. The number of *actual teachers* was 682, of whom 487 were whites and 195 were negroes. Those expecting to become teachers numbered 340, of whom 242 were whites and 98 were negroes.

Table II. This Table discloses the fact that 91 white teachers and 9 negroes held First Grade Certificates; 291 whites and 75 negroes held Second Grade Certificates; 117 whites and 85 negroes held Third Grade Certificates; 230 white students and 124 negroes held no certificates, but were preparing for the autumn examinations with the intention of becoming teachers. Six of those rated as holding First Grade, held Life Certificates. The distribution of the certificate holders as to sex may be gleaned from the Table, if desired. The fact that over 65 per cent. of the students enrolled were already in possession of legal authority to teach, demonstrates two things: 1st, That attendance upon these schools is based upon the desire to get professional training, and not merely to be assisted in getting a teacher's license; 2d, That the practical value of the schools goes immediately to the pupils in the *public schools*, through the advantages derived therefrom by the *actual teachers* of the State.

Table III. It will be seen from this Table that every county in the State, save two, was represented in the Summer Schools. It may be added that the influence of these schools is felt beyond the counties in which they are located, and has served to establish and maintain, under county auspices, for several weeks, Institutes or Training Schools; in counties not directly reached by the general State movement. It is not

claiming too much, when it is said that county movements in this direction grew out of the influence set to work by the Summer Schools inaugurated with donations from the Peabody Fund.

Table IV. This Table gives the names of the instructors employed in each school, the number of days taught, and the amount paid to each. The fact that all the schools were not taught at the same time, rendered it possible to secure the services of the same instructor in more than one school, which was an advantage.

This body of teachers, as a whole, is as strong as could be obtained in this State, and, possibly, in most any other single State. In nativity, hardly more than two of them would represent the same State; a like diversity obtains in the educational institutions from which they were graduated.

Table V. This simply presents a blank form of the report required to be made weekly to my office from each Summer School.

Table VI. This exhibit shows the whole amount of money put at my disposal, the sources from which it was received, for what and to whom it was disbursed. Vouchers attesting the facts accompany this Report. I have credited myself with a portion of my traveling expenses in connection with the Summer Schools, because it was impossible to purchase mile-books from the railroads in this State, and the uniform rate of *four cents a mile* had to be paid for all the travel so large a number of schools necessitated. It would have completely exhausted the State allowance for my traveling expenses and left nothing for the usual traveling expenses required in the discharge of ordinary official duties.

EXPRESSED APPRECIATION OF YOUR WORK.

I have no doubt that it would please you and your Board to read many of the resolutions adopted by the teachers at the close of these schools, expressive of their appreciation of the benefits derived from the schools, their thanks to the managers of the Peabody Fund for the inauguration of the enterprise, and to others connected with the schools, but as this report is already lengthy and tedious, copies of these resolutions will not be appended here, but should you desire to see them as printed in various publications, I will take pleasure in collecting and forwarding them to you.

The opposition to Summer Schools in this State is confined to a few *back numbers* who persist in not attending the schools, to an occasional disappointed applicant for the posi-

tion of instructor in one of them, and to such persons as either of these may be able to influence.

As the representative of the great army of teachers and pupils that have received benefits from this enterprise, I extend thanks to you and to the Peabody Trustees for the wisdom and beneficence of your gifts.

I thank you personally for the assistance you have rendered me in my efforts to elevate the standard of the schools in my State, as well as for the kindly suggestions and courteous treatment I have uniformly received at your hands.

Accept this as my Report of the Summer Training Schools, or Institutes, in Florida, for the year 1898.

Yours most obediently,

WM. N. SHEATS,

State Superintendent Public Instruction.

APPENDIX.

TABLE I—SHOWING, (1) THE LOCATION OF SUMMER SCHOOLS; (2) ENROLLMENT; (3) AVERAGE DAILY ATTENDANCE.
WHITE SCHOOLS.

Location of School.	Enrollment.			Average Attendance.			Actual Teachers.		Expectant Teachers.	
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Male.	Female.
Bartow.....	36	78	114	18	48	66	22	49	14	29
Chipley.....	26	24	50	14	14	28	16	18	10	6
Fernandina.....	1	8	9	1	7	8	1	5	.....	3
Dade City.....	14	27	41	8	19	27	11	13	3	14
Jacksonville.....	4	56	60	3	35	38	3	47	1	9
Umatilla.....	16	14	30	14	13	27	7	3	9	11
Lake City.....	3	20	23	2	14	16	3	8	.....	12
Tampa.....	33	95	128	17	57	74	23	78	10	17
Kissimmee.....	15	33	48	9	21	30	12	19	3	14
Crawfordville.....	12	7	19	10	5	15	8	5	4	2
Pensacola.....	2	57	59	2	38	40	.....	40	2	17
Madison ..	7	20	27	4	10	14	4	12	3	8
Gainesville.....	11	38	49	9	26	35	7	24	4	14
Bronson.....	11	18	29	10	15	25	7	9	4	9
Titusville.....	1	28	29	1	22	23	1	23	0	5
Perry.....	7	7	14	6	5	11	5	4	2	3
Total White ...	199	530	729	128	349	477	130	357	69	173

NEGRO SCHOOLS.

Fernandina.....	17	30	47	13	27	40	10	18	6	13
Quincy.....	12	19	31	7	13	20	11	9	1	10
Palatka.....	8	21	29	6	14	20	8	10	.....	11
Madison.....	16	11	27	11	8	19	12	4	4	7
Tampa.....	6	18	24	3	10	13	6	16	.....	2
Pensacola.....	6	21	27	3	16	19	4	13	2	8
Lake City.....	16	27	43	7	14	21	10	16	6	11
Gainesville.....	26	39	65	16	26	42	18	30	8	9
Total Negro.....	107	186	293	66	128	194	79	116	27	71
Total White.....	199	530	729	128	349	477	130	357	69	173
Grand Total....	306	716	1022	194	477	671	209	473	96	244

TABLE II—Showing the Grades of Teachers' Certificates Held by Students in the Summer Schools.

WHITE SCHOOLS.

Name of School.	First Grade.		Second Grade.		Third Grade.		Without Certificate	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
Bartow.....	4	6	13	23	4	19	15	30
Chipley.....	3	1	10	7	4	8	9	8
Fernandina ..	1	1	2	2	1	1	1	4
Dade City....	2	1	1	7	4	6	7	13
Jacksonville..	2	*9	1	38	1	7	...	2
Umatilla.....	2	...	9	3	...	2	5	9
Lake City.....	1	2	1	5	...	3	1	10
Tampa.....	4	18	20	52	4	9	5	16
Kissimmee.....	3	3	6	9	2	6	4	15
Crawfordville..	...	...	5	3	3	2	4	2
Pensacola ..	...	*9	...	24	...	7	2	17
Madison.....	...	...	2	10	1	5	4	5
Gainesville.....	5	9	1	10	1	5	4	14
Bronson ..	1	...	4	6	2	4	4	8
Titusville.....	...	5	...	13	1	3	...	7
Perry.....	...	...	3	3	2	1	2	3
Total White. .	27	64	76	215	29	88	67	163

NEGRO SCHOOLS.

Fernandina.....	2	...	5	5	1	9	9	16
Quincy.....	...	...	1	1	9	8	2	10
Palatka.....	1	1	6	5	1	4	...	11
Madison.....	1	...	6	1	3	3	6	7
Tampa.....	...	...	3	7	2	7	1	4
Pensacola.....	...	3	1	7	3	2	2	9
Lake City.....	...	...	6	7	6	10	4	10
Gainesville.....	1	...	8	6	4	10	10	23
Total Negro.....	5	4	36	39	32	53	34	90
Total White ..	27	64	76	215	29	88	67	163
Grand Totals....	32	68	112	254	61	141	101	253

*Including three primary life certificates.

TABLE III.—SHOWING THE DISTRIBUTION OF ATTENDANCE BY COUNTIES AND RACES.

Counties.	Whites.	Negroes	Total.
*Alachua...	34	61	95
Baker...	2		2
Bradford...	3		3
†Brevard...	23		23
Calhoun...	1		1
Citrus...	3		3
Clay...	1		1
*Columbia...	19	39	58
Dade...	3		3
DeSoto...	6		6
†Duval...	56	5	61
*Escambia...	57	27	84
Franklin...	3	1	4
†Gadsden...	1	27	28
Hamilton...		1	1
Hernando...	2		2
*Hillsborough...	111	17	128
Holmes...	6		6
Jackson...	8		8
Jefferson...	1	2	3
†Lake...	31	1	32
Lee...	1		1
Leon...	3	4	7
†Levy...	28	1	29
*Madison...	23	25	48
Manatee...	8		8
Marion...	4	3	7
Monroe...	3		3
*Nassau...	10	48	58
Orange...	19	2	21
†Osceola...	34		34
†Pasco...	42		42
†Polk...	106		106
†Putnam...	2	20	22
St. Johns...		1	1
Santa Rosa...	2		2
Sumter...	2		2
Suwannee...	1	3	4
†Taylor...	14		14
Volusia...	2	4	6
†Wakulla...	14		14
Walton...	1		1
†Washington...	35		35
Other States...	4	1	5
Totals...	729	293	1022

*School for both races located in this county.

†School for whites located in this county.

‡School for negroes located in this county.

TABLE IV.—Showing the Instructors in Each School, the Number of Days Taught, and the Salary Paid to Each.

Name of School.	Name of Instructors.	No. Days Taught.	Salary Paid Each
Bartow.....	Arthur Williams, Principal.....	20	\$ 100 00
	Mrs. L. B. Mathes, Assistant.....	15	58 25
	J. L. Hollingsworth.....	5	18 75
Chipley.....	W. S. Cawthon, Principal.....	30	150 00
	Miss Carrie M. Greene.....	30	112 50
	J. H. Fulks, Principal.....	20	100 00
Fernandina..	H. S. Philips.....	20	75 00
	Miss Clem Hampton.....	20	75 00
	W. L. Floyd, Principal.....	20	100 00
Dade City...	Mrs. J. B. Johnston.....	20	75 00
	C. L. Hayes, Principal.....	20	100 00
Jacksonville..	H. E. Bennett.....	20	75 00
	C. V. Waugh, Principal.....	15	75 00
	Wm. T. Kennedy.....	5	25 00
Umatilla.....	Miss Norma Pepper.....	20	75 00
	I. I. Himes, Principal.....	25	125 00
	C. R. Spencer.....	25	93 75
Lake City....	Mrs. Ella LaF. Hamilton.....	25	93 75
	L. W. Buchholz, Principal.....	35	175 00
	J. J. Earle.....	35	131 25
Tampa.....	Robt. M. Ray.....	35	131 25
	J. L. Boone, Principal.....	25	125 00
	S. D. Cawthon.....	25	93 75
Kissimmee...	H. W. Demilly, Principal.....	25	125 00
	W. E. Knibloe, Principal.....	30	150 00
	Madge D. Ice.....	30	112 50
Crawfordville...	J. F. Knight.....	27	101 25
	A. A. Murphree, Principal.....	25	125 00
	Wm. F. Himes.....	25	93 75
Madison.....	Miss Clem Hampton.....	25	93 75
	Dr. W. F. Yocum, Principal.....	40	200 00
	Miss Benella Davenport.....	40	150 00
Gainesville....	Jno W. Wideman.....	40	150 00
	D. R. Cox.....	40	150 00
	J. H. Fulks, Principal.....	20	100 00
Bronson.....	Dr. W. F. Yocum, Principal.....	20	100 00
	E. W. Barrington.....	20	75 00
	D. R. Cox.....	20	100 00
Titusville....	D. R. Cox.....	20	100 00
	Wm. F. Himes.....	20	75 00
	E. W. Barrington, Principal....	20	75 00
Perry.....	C. B. Peeler.....	20	60 00
			\$4317 50

TABLE V--Blank of Report, made Weekly to the State Superintendent.

Report of Summer School held atfor the week ending
.....day of189 ...

Of Studies Pursued.	No. Pupils in each			Of Attendance of Teacher- Pupils.	Answer in Figures		
	Male.	Female.	Total.		Male.	Female.	Total.
Arithmetic.....				No. enrolled to date 16 years			
Concrete Geometry.....				old and over.....			
Geography.....				Average daily attendance of			
History.....				the above.....			
Physiology.....				Greatest number present any			
Grammar.....				day.....			
Spelling.....				No. withdrawing permanent-			
Reading.....				ly during the week.....			
Composition.....							
Theory and Practice.....				<i>Facts Relative to Teacher</i>			
Physical Geography.....				<i>Pupils.</i>			
Algebra.....							
Civil Government.....				No. enrolled who have taught			
Singing.....				No. enrolled who have not			
Nature Study.....				taught.....			
.....				No. enrolled now holding			
.....				First Grade Certificate.....			
.....				No. enrolled now holding			
.....				Second Grade Certificate...			
.....				No. enrolled now holding			
.....				Third Grade Certificate.....			
.....				No. enrolled now holding no			
.....				certificate.....			

Enrollment Distributed.

No. from.....	county.....		
No. from.....	county.....		
No. from other States.....			

Facts Relative to Instructors.	Name of Each.		
	Princi- pal.	Assis- tant.	Assis- tant.
No. of periods assigned to each for the week.....			
No. of periods filled in person during the week.....			

REMARKS: (Explain absence of instructor from duty.)

I certify upon honor to the correctness of the above report.
..... Principal.

TABLE VI.—COMPLETE FINANCIAL STATEMENT.

Wm. N. Sheats, in account with Summer School Fund.

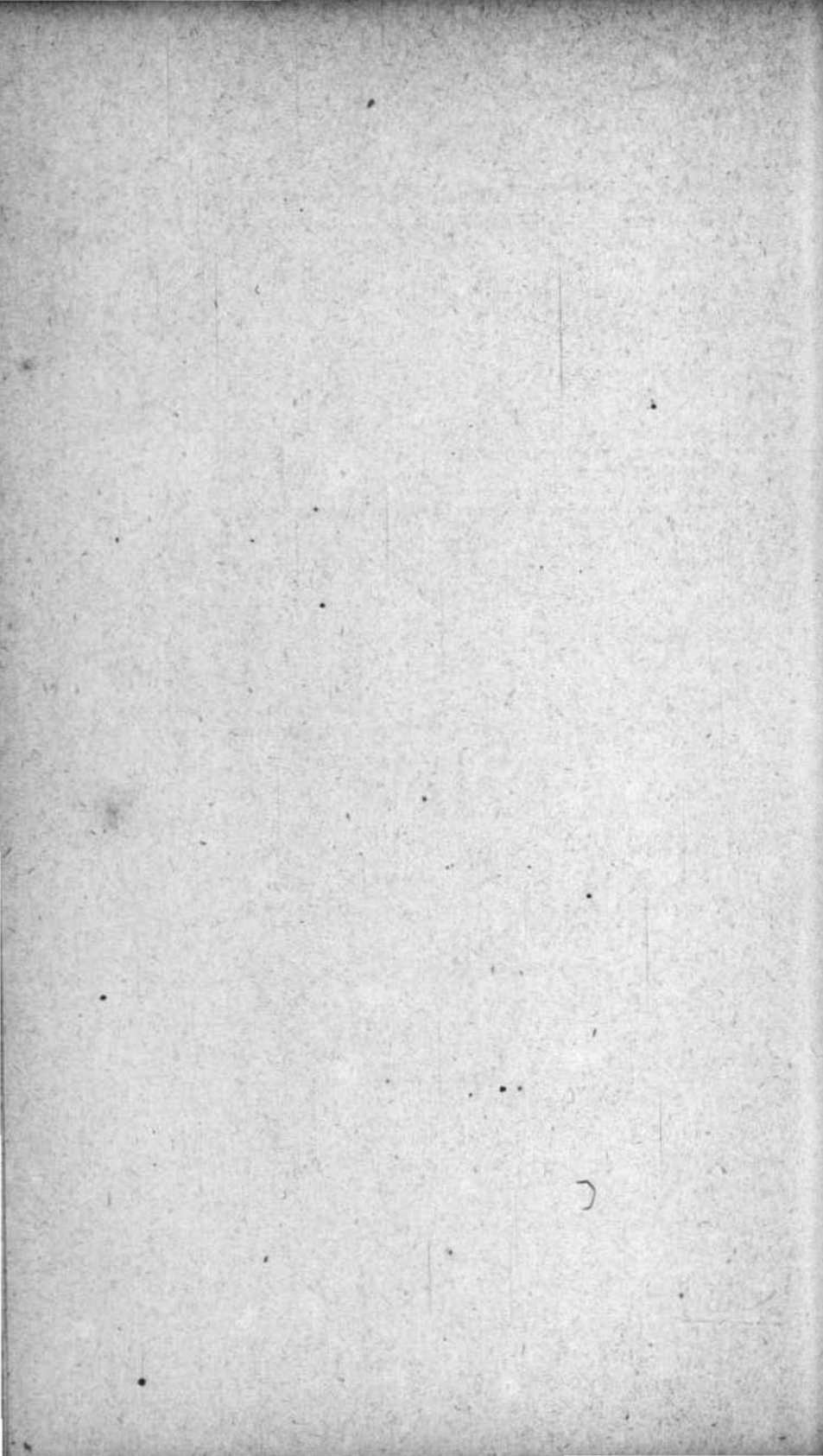
DR.

To balance from last year.....	\$ 285 80
To Peabody donation for 1898.....	1,200 00
To State appropriation.....	3,000 00
Total.....	\$4,485 80

CR.

By printing 2,500 letter circulars.....	\$ 6 25
By printing 200 report blanks.....	6 00
By printing 200 salary requisitions.....	2 50
By printing 200 salary receipts.....	1 25
By printing Course of Study (paid to Dr. Yocum).....	23 00
By telegrams.....	7 48
By part of traveling expenses of State Supt.....	75 00
By salaries of instructors itemized in Table IV.....	4,317 50
By printing 200 copies of Report.....	22 00
Total.....	\$4,460 98
To balance.....	24 82
	\$4,485 80—\$4,485 80

Balance to the credit of the fund \$24.82. Vouchers with receipts attached are on file in my office for every dollar disbursed.



CHAPTER III.

Sample Examination Questions.

In this Chapter are given *two* of the *five* sets of State Uniform Examination Questions used during the past two years, simply to show the character of questions submitted and the subjects upon which applicants are examined for each grade of certificate.

The Law respecting Third Grade Certificates: "An applicant for a Third Grade Certificate shall be examined in Orthography, Reading, Arithmetic, English Grammar, Composition, United States History, Geography, Physiology, Theory and Practice of Teaching, and must make an average grade in the above named branches of 60 per cent., with a grade in no branch below 40 per cent." Third Grade Certificates are good only in the county in which they are issued, and for two years from date of issue.

The Law respecting Second Grade Certificates: "A Second Grade Certificate shall be issued on examination in the branches prescribed for Third Grade Certificates. An average grade of 75 per cent. shall be required, with a grade in no branch below 50 per cent." A Second Grade Certificate is good for three years from date of issue.

The Law respecting First Grade Certificates: "An applicant for a First Grade Certificate shall be examined in Civil Government, Algebra and Physical Geography in addition to the branches required for a Third Grade Certificate. An applicant for a First Grade Certificate must make an average grade of 80

per cent. and shall grade in no branch below 60 per cent." A First Grade Certificate is good four years from the date of issue.

A First or Second Grade Certificate may be endorsed by the County Superintendent of any County in the State, and is then good in the County in which it is endorsed, as well as in the one in which it is issued.

The Law respecting State Certificates: "A State Certificate shall be issued only by the State Superintendent of Public Instruction to persons holding a First Grade Certificate and who have taught at least twenty-four months (eight months of which must have been taught in this State successfully, under a First Grade Certificate). The Superintendent of Public Instruction shall issue no State Certificate except on written examination in the following branches: Geometry, Trigonometry, Physics, Zoology, Botany, Latin, Rhetoric, English Literature, Mental Science and General History. A candidate for a State Certificate must make an average grade on the prescribed branches of 85 per cent. with the grade in no branch below 60 per cent."

STATE UNIFORM EXAMINATIONS.

Questions Used September 7, 1897, for Second or Third Grade
Certificates.

When one ceases to grow, he should cease to teach.

REGULATIONS.

1. Questions sent sealed to the County Superintendents shall be kept exclusively in his charge. Seals to any enclosure shall be broken only in the presence of examinees.

2. The whole time for the examination is limited to three days; the subjects must be taken in the following order: Orthography, Reading, Arithmetic, English Grammar, Composition, Geography, History, Physiology, Theory and Practice, Algebra, Physical Geography, Civil Government.

3. All examinees must begin a given subject at the same time, and no recess shall be taken until that subject is completed.

4. **Prohibitions.**—No examinee shall communicate with any person or receive assistance in any way, shall have any text-book or other thing that would contain information, shall work out of sight of the examiner or other examinees, shall leave the room without permission or for more than ten minutes, or shall be seated so as to be able to read another's writing.

5. **Duties.**—Every examinee must supply himself with cap-paper, must write in a legible hand with pen and ink, must number or letter answers to agree with questions, and must fasten together all sheets on the same subject.

6. Any name or mark made by an examinee, calculated to disclose to the Grading Committee the author of any paper, shall be ample reason for excluding that paper from being counted in the examination.



ORTHOGRAPHY.

1. (a) Distinguish between the merits of oral and written spelling. (b) Give reason why neither should be discarded altogether.
5 credits each.

2. Unite the following and give the rule for spelling in each case: *Blame+able, charge+able, pale+ness, true+ly, busy+ness, duty+ous, spry+ly, snob+ish, prefer+ed, benefit+ing.*
1 credit each,

3. Syllabicate and mark diacritically the vowel in the accented syllable only: *Inventory, dolorous, quinine, decade, idea, inquiry, abdomen, bicycle, towards, horizon.* 1 credit each.

4. Form a derivative word by using each of the following as a suffix, and illustrate the meaning of each suffix: *en, dom, ness, ism, ity, cle, ling, able, ary, ous.* 1 credit each.

5. Define each word formed by uniting in order to a root a prefix meaning: *From, not, towards, beyond, with, between, down, before, around, half.* 1 credit each.

6. Write a paronym of each of the following: *Man, principle, pendant, corporal, stationary.* 2 credits each.

7. Write and define a homonym for each of the following: *Need, rabbit, corps, seller, quire, cygnet, bald, bruise, fame, plain.* 1 credit each.

8. Write in order a synonym of each of the following: *Custom, invent, dexterity, prolific, antique, revolt, rough, eminent, misfortune, accelerate.* 1 credit each.

9-10. If wrong, correct the spelling of the following: *Eezle, domisil, effect, desendant, silinder, demagog, flktishus, catapiller, manicle, etomology, ekstacy, eleemosinary, aleet, Eskimo, effishent, indelable, rhinoceros, satalite, sintillate, hypocracy.* 1 credit each.

READING.

1. Name five other branches that should be taught in connection with the reading lesson. 2 credits each.

2. What two ordinary school appliances does the scientific teacher of primary reading use more than chart or primer? 10 credits.

3. (a) Define reading. (b) Distinguish between silent reading and oral. (c) Distinguish between *teaching reading* and a process of *word calling*. (d) Would you begin with script or print with a primary class in reading? (e) Give reasons for your last answer. 2 credits each.

4. (a) Distinguish between the *word method, phonic, sentence, and letter methods*. (b) When should the phonic method be dropped? (a) 8, (b) 2 credits.

5. (a) Make an outline analysis of how you would teach a class in the *Second Reader*, which had been properly taught the *First*. (b) What changes would you make in your method and object in teaching an advanced reading class. 10 credits.

6-8. Read for your examiner a paragraph of prose. 30 credits.

9-10. Read an extract of poetry. 20 credits.

NOTE—The examiner will hand his grading of the last two questions to the Grading Committee.

ARITHMETIC.

Solutions must be written out; answers alone will not be accepted. When right principles are employed, an incorrect answer will diminish the grade not more than four points.

NOTE—Ten possible credits for each example.

1. If $\frac{3}{4}$ of $4\frac{1}{2}$ bushels of beans cost \$5 $\frac{1}{2}$ what will $\frac{2}{3}$ of $\frac{1}{2}$ of 20 bushels cost?

2. (a) $\frac{1}{2} - \frac{3}{4} + 4\frac{5}{8} + 3\frac{3}{8} + 4\frac{7}{8} = ?$

(b) $(\frac{1}{2} - \frac{3}{4}) \times (\frac{5}{8} + 4\frac{5}{8}) + (3\frac{3}{8} + 4\frac{7}{8}) = ?$ 5 credits each,

3. Multiply 16 by sixteen hundredths, divide the product by sixteen ten-thousandths and express the quotient by Roman notation.

4. (a) What is the value of the wheat, at \$1 $\frac{1}{2}$ bushel, in a box 10 $\frac{1}{2}$ ft. long, 5 $\frac{1}{2}$ ft. wide, and 6 $\frac{1}{2}$ ft. deep, the box being level full? (Use approximate rule in gauging the box).

(b) If a cask containing $\frac{1}{10}$ the capacity of the above box is half full of wine, what will be its value in U. S. money at 10 francs a gallon? 5 credits each.

5. A teacher invests \$200 in books at 33 $\frac{1}{3}$ per cent. below list price and sells them to his students at 16 $\frac{2}{3}$ per cent. above list price, what per cent. does he make on his investment?

6. A trader sells two horses for \$100 each, on one he gains 20 per cent., on the other he loses 20 per cent. Did he gain or lose, and what per cent. on both horses?

7. Divide 2 sq. mi., 120 A., 8 sq. ch., 12 $\frac{1}{2}$ P., 500 sq. l. equally between 8 heirs. (Do not reduce the whole to square links).

8. Find the square root of the third power of 1.6 correct to four decimal places.

9. (a) A receives a semi-annual income of \$180 from Florida 6's, what was his total investment in bonds, if they were quoted at 110 $\frac{1}{2}$, brokerage $\frac{1}{4}$ of 1 per cent?

(b) What annual rate does the investment pay, if the interest for the first half of each year is immediately loaned at 1 per cent. a month?

10. If a tank 6 ft. long, 3 ft. wide and 2 ft. deep contains 4 $\frac{1}{2}$ hogsheads of water, how deep must a tank be that is 8 ft. long and 5 $\frac{1}{2}$ ft. wide to contain 22 $\frac{1}{2}$ hogsheads of water?

GRAMMAR.

1. Write both the possessive singular and plural of the following: Miss Ley, sister-in-law, countess, chimney, solo, deer, ox, who, it, x. 1 credit each.

2. Decline in both numbers each of the simple personal pronouns. 2 credits each.

3. Write all the participles and infinitives, both active and passive, of the verb *love*. 2 credits each.

4. Compare the following: Little, able, pretty, beautiful, infinite, near, far, much, holy, wholly. 1 credit each.
5. Give all the properties and the order of stating them in parsing: (a) The noun; (b) the verb. 5 credits each.
6. Diagram this sentence: This examination will be easy for those teachers who habitually prepare the lessons before attempting to teach them. 10 credits.
7. Write the synopsis with *he* of the verb *am* in all moods and tenses. 10 credits.
8. Parse in full every word in the sentence: He got what he deserved. 10 credits.
9. Give complete analysis of the following, and parse in full the words in italics:
 "The patriot, *whom* the corrupt tremble to see *arise*, may well feel a grateful satisfaction in the *mighty* power which heaven has delegated to him, *when* he thinks that he has used it for *those* purposes only which heaven approves." 10 credits.
10. Correct each of the following and give the reason:
 - (a) Each woman brought their work with them.
 - (b) My mother she thinks I am too young.
 - (c) That couple are very devoted to one another.
 - (d) It never has and can never can be done.
 - (e) He acts like he was sick. 2 credits each.

[The correction to count only half, if the proper reason is not given.]

COMPOSITION.

1. (a) Name the most general use of composition. (b) Give the six parts of a formal letter. 5 credits each.
2. Write a formal letter of at least five lines to some firm in New York, in which all of the six parts are properly located, capitalized, punctuated, and signed by a fictitious name. 10 credits.
3. Give rules for using *direct*, *indirect* and *divided* quotations, and for *paragraphing*. 2½ credits each.
4. Discuss diction, and give rules for acquiring elegant diction. 10 credits.
5. Give your ideas how and how often composition exercises should be conducted in every school. 10 credits.
- 6-10. Make a topical outline with not less than five heads, including the *introduction*, *discussion* and *conclusion*, and write a composition of not more than 300 words on one of the following subjects:
 - (1) The Use and Abuse of Examinations.
 - (2) The Schoolmaster's Place in Society.
 - (3) The Pleasures of a Well-informed Mind.
 - (4) The Value of County Institutes and Summer Schools.
 - (5) Why the Rich are Influential. 50 credits.

NOTE—In grading the composition consider the orthography, capitalization, punctuation, paragraphing, diction, the value of the thought expressed, and the general appearance.

HISTORY.

1. Tell from whom and how the United States obtained the territory embraced within each of the following States: Louisiana, Ohio, Florida, California, Alaska. *2 credits each.*

2. (a) When and by whom were negroes introduced into the United States? (b) When and by what authority was the slave trade prohibited? *5 credits each.*

3. Recall the peculiar circumstances of the Presidential elections of 1800 and 1824, and tell wherein they differed from the contest of 1876. *10 credits.*

4. Tell all you know of each of the following: (a) The "Hartford Convention"; (b) The Nullification Ordinance. *5 credits each.*

5. In what consists the chief difference between the New England and the Southern conception of the U. S. Constitution? *10 credits.*

6. What is meant by the following: (a) Tariff for revenue? (b) Reciprocity? (c) Free Silver? (d) Civil Service? (e) Free Trade? *2 credits each.*

7. Couple the name of the inventor with five of the most important American inventions. *2 credits each.*

8. In pleading for what cause did each of the following render himself famous as an orator: Samuel Adams, Wendell Phillips, Daniel Webster, John C. Calhoun, Benj. H. Hill? *2 credits each.*

9. Name the States admitted into the Union since the Civil War. *10 credits.*

10. (a) What did President McKinley do immediately after he came into office? (b) What law has just been passed in consequence of his action? *5 credits each.*

GEOGRAPHY.

1. Give the number of great circles extending north and south; (2) the number east and west. (3) Give reasons for your answer. *10 credits.*

2. Mention the States through which a car of salt must pass by a direct route from Salt Lake City to Boston. *10 credits.*

3. Name the provinces of Canada and the chief industries of each. *10 credits.*

3. Name the leading industry of the following: Omaha, Milwaukee, Augusta (Ga.), Cleveland, Pittsburg. *2 credits each.*

5. (1) Name the longest and shortest day in the year. (2) Explain why each is so. *5 credits each.*

6. Give the names of all the principal divisions of land and water crossed by the equator. *10 credits.*

7. Give proofs that the earth rotates on its axis from west to east. *10 credits.*

8. Name all the governments of Europe and the metropolis of each. 10 credits.

9. Tell the following of Cuba: (1) Between what parallels; (2) area in square miles; (3) climate; (4) productions; (5) races and character of the people. 2 credits each.

10. Draw a township, number its sections, subdivide the 16th as much as is necessary to place a cross (X) in the S. E. $\frac{1}{4}$ of S. E. $\frac{1}{4}$ of N. W. $\frac{1}{4}$. 10 credits.

PHYSIOLOGY.

1. (1) Of what service is the skeleton? (2) How is the spinal cord formed, and what purpose does it subserve? (3) What is the composition of bone? (4) How many in the body? (5) Name some of the most important ones. 2 credits each.

2. (1) Name the two grand divisions of muscles. (2) Describe their structure and give the uses of each class. (3) Describe and tell the office of tendons. (4) Give the name and office of the largest tendon in the body. (5) Considering the muscles, what is the value of exercise and rest? 2 credits each.

3. (1) Describe the structure of the skin. (2) Tell six functions of the skin. (3) What is the value of bathing; the kind; the time for it? (4) Why is clothing necessary? (5) Give the disadvantages of too tight, too heavy, unclean, wet, cheaply dyed clothing. 2 credits each.

4. Name all the organs, and describe the whole process of digestion, including the action of all fluids until the food enters circulation or becomes tissue. 10 credits.

5. (1) What is food in a physiological sense? (2) Organic food is divided into what two general groups? (3) What are chemical constituents of each group? (4) From what sources are each of these constituents found in greatest abundance? (5) Name the inorganic foods, and tell why each of the following is needed: *Lime, phosphorus, iron and the alkalis.* 2 credits each.

6. Tell to which class, the albuminoid or carbonaceous, each of the following belongs, and its value as a food product: *Fish, milk, butter, eggs, wheat bread, sweet potatoes, peas, apples, onions, mustard.* 1 credit each.

7. How do alcoholic stimulants affect each of the following: *Heart, liver, kidneys, brain, and nerves?* 2 credits each.

8. (1) Can the evil effects of it be transmitted by parent to child? (2) Why are *malt liquors* and *light wines* dangerous? (3) Give some of the evil effects of tobacco, especially upon the young. (4) Name some of the narcotics, and tell what effect they have upon the system. $2\frac{1}{2}$ credits each.

9. What is most likely to induce sunstroke, what the symptoms, and what should be the treatment if no physician is near? 10 credits.

10. Discuss the evils of bad cooking and the value of right cooking. 10 credits.

THEORY AND PRACTICE.

(Questions from White's School Management, first 150 pages.)

1. What, says the author in the preface, are the two most obstructive foes of needed progress in school training?

10 credits.

2. (1) What serves as "a guide in practice" in determining the best means and methods of teaching? (2) What is said of "test of devices;" (3) of "worthlessness of scores of devices?" (4) What is the end of school discipline? (5) Name the six topics to be considered in a practical treatment of school government.

2 credits each.

3. Name the seven essential "elements of governing power."

10 credits.

4. (1) What the teacher need more doethan "personal magnetism" and "natural aptitude?" (2) Give reasons for the necessity of "daily study," and quote the reason of Dr. Arnold, of Rugby, why he did it.

5 credits each.

5. Give in brief the arguments used under the sub-heads: (1) "Acquisition of skill;" (2) "Individuality;" (3) "Crank turning;" (4) "Teacher's personal example;" (5) Teacher's spirit." 2 credits each.

6. What law would the author, if he had the power, write over every schoolroom door?

10 credits.

7. Name six "requisite qualifications," which are "conditions of easy control."

10 credits.

8. (1) Give the author's distinction between a "condition" and a "device" in school government. (2) Name the four "mechanical devices." (3) Give a kind of synoptical brief of the arguments advanced for the adoption of each of the above devices.

(1) 2, (2) 2, (3) 6 credits.

9. Name "the seven school virtues" of every well-ordered school.

10 credits.

10. Under the head, "School Incentives," give in order the "royal nine."

10 credits.

FOR FIRST GRADE CERTIFICATES.

Applicants for this certificate were examined on the preceding questions, given to Second and Third Grade examinees, on Orthography, Reading, Composition, Geography, Physiology, and Theory and Practice.

ARITHMETIC.

Solutions must be given; answers only cannot be accepted. When right principles are employed, incorrect answers shall diminish the grade not more than two-fifths.

NOTE—Give ten credits for each example below.

1. B sells $\frac{1}{4}$ of his cattle to A, $\frac{2}{5}$ to C, $\frac{3}{7}$ of the remainder to D, and finds that 48 head is $\frac{3}{18}$ of what he has left. How many cattle had he at first?
2. Seven men start together around an island 120 miles in circumference, each walking 5, $6\frac{1}{4}$, $7\frac{1}{2}$, $8\frac{1}{4}$, $9\frac{1}{2}$, $10\frac{1}{4}$ and $11\frac{1}{4}$ miles an hour respectively. In how many days will they be all together again, if they walk 12 hours a day?
3. The sides of a triangular lot are $115\frac{1}{2}$ ft., $128\frac{1}{2}$ ft. and $134\frac{1}{2}$ ft. respectively. How many boards will it take, and what will it cost to fence it with lumber at $\$7\frac{1}{2}$ per M., the longest boards possible being used, and the fence being 5 boards high, the bottom one 10 in. wide, two 6 in. wide, and the others 4 in. wide?
4. A and B are partners. A's capital is to B's as 5 to 8; at the end of four months A withdraws $\frac{1}{4}$ of his capital and B $\frac{3}{8}$ of his. At the end of the year their whole gain is \$400, how much of the gain does each get?
5. A grocer bought 36 bu. 3 qt. of nuts at \$3.20 a bushel, and sold them at 12 cents a liquid quart. Did he gain or lose, and how many dollars?
6. At what per cent. below par must $4\frac{1}{4}$ per cent. stock be quoted, to yield the same per cent. on the investment as $5\frac{3}{4}$ per cent. stock at a premium of $23\frac{1}{2}$ per cent. brokerage $\frac{1}{4}$ per cent. in each case?
7. At Washington, 77 degrees west longitude, it is 12 minutes past 7 P. M., while it is 2 P. M. on the Sandwich Islands; what is the longitude of the Sandwich Islands, and are they east or west of Washington?
8. A square lot is bordered by a walk 1 yd. wide, the lot and walk together occupy $2\frac{1}{2}$ acres; find the cost of paving the walk at 25 cts. a sq. yd.
9. If a sphere 2 ft. 1 in. in diameter weighs 3,125 lbs., what is the diameter of one of the same material weighing 819.2 lbs?
10. Find by approximate rule the number of bushels of grain in a conical vessel whose base is 8 ft. in diameter and altitude 4 ft.

GRAMMAR.

1. Parse in full the words italicized in the following:

"Greatly *pleased*, the sturdy warrior lifted his own hat, and said, 'I honor the man or boy *who* can be neither bribed nor *frightened* into *doing wrong*. With an army of such soldiers, I could conquer *not only* the French, *but* the *world*;' and, *handing* the boy a glittering sovereign, the old duke put spurs to his horse and galloped away."

1 credit each.

2. Account for all the marks of punctuation in the above.

10 credits.

3. Give the two principal clauses in the above quotation.

10 credits.

4. Select and classify all the object complements in the above quotation.

10 credits.

5. Make in order a list of all of each in the above: (a) Adjective elements; (b) adverbial elements.

5 credits each.

6. Write the synopsis in the passive voice of the verb *cheat* with *he* in all moods and tenses.

10 credits.

7. Write a sentence with an infinitive used: (a) As a noun; (b) as an appositive; (c) as an adjective; (d) as an adverb; (e) as an object complement.

2 credits each.

8. Diagram or analyze:

"The crow doth sing as sweetly as the lark
When neither is attended; and I think
The nightingale, if she should sing by day
When every goose is cackling, would be thought
No better a musician than the wren."

- 9-10. Correct each of the following, if wrong, and give the reason for each change:

- (1) It is he and not I that is to blame.
- (2) Those kind of sentences are confusing.
- (3) Would you strike your wife—her who has always been so devoted to you?
- (4) It is natural for every one to esteem their own best.
- (5) He looks bad, and I feel badly.
- (6) If we study the science of teaching we will teach well.
- (7) He intended to be there.
- (8) It has laid there for a week.
- (9) Can I leave the room?
- (10) He died with yellow fever.

2 credits.

[Give only one for the correction, if the reason is not stated.]

HISTORY.

1. (a) What of the Mound Builders? (b) What evidence can you give to prove that they were not the ancestors of the Indians?

5 credits each.

2. Upon what basis did each of the following lay claim to lands now in the United States: (a) Spain; (b) France; (c) England; (d) Holland?

2½ credits each.

3. Write a sketch of Washington's administration, noting: (a) His foreign policy; (b) the notions of the people in regard to the government; (c) the rise of political parties; (d) condition of home affairs on assuming the presidency; (e) condition on his retiring from office. 2 credits each.

4. Discuss the "Doctrine of State Rights" in the light of the following:

(a) Kentucky and Virginia Resolutions; (b) Massachusetts Legislation relative to the war of 1812; (c) the "Hartford Convention;" (d) the Nullification Ordinance of South Carolina; (e) the Ordinance of Secession. 2 credits each.

5. Distinguish between the "Virginia Plan" and the "New Jersey Plan" in the U. S. Constitutional Convention.

6. Trace briefly the financial policy of the United States from Alexander Hamilton to Wm. McKinley. 10 credits.

7. Tell why each of the following became distinguished in American history: Wm. H. Prescott, Elias Howe, Charles Sumner, William Cullen Bryant, Eli Whitney. 2 credits each.

8. What do the stars and what the stripes signify in our flag? When was this flag first used? 5 credits each.

9. Name the great political parties of to-day, and give the distinguishing features in the platform of each. 10 credits.

10. Tell what you know about the circumstances which each of the following suggests: (a) Weyler; (b) Klondike. 5 credits each.

CIVIL GOVERNMENT.

1. Distinguish between four different forms of government. 2½ credits each.

2. Describe briefly each of the "four groups of rights." 2½ credits each.

3. (a) Explain what is meant by *Magna Charta*; (b) The origin of *taxes*. 5 credits each.

4. (a) What is the supreme law of the United States? (b) Describe the three departments of government for which it provides. 5 credits each.

5. (a) What is the necessity for political parties? (b) Name all the conventions necessary to secure a nominee for President. (c) Give some of the *benefits* and some of the *evils* of the Convention System. (d) Which is the most important in the system of conventions? 2½ credits each.

6. (a) What is a State? (b) Name the departments of a State government. (c) Give in brief the duties of the Administrative Officers of this State. (d) Give the number of State Senatorial districts and the number of lower house or assembly districts in this State. (e) Tell how a Territory becomes a State. 2 credits each.

7. (a) How did it happen that Congress was composed of two houses? (b) For how long, and who elect members of each house? (c) What are the qualifications for membership in each? (d) How are vacancies in each house filled? 2½ credits each.

8. Give the Executive Departments of the Federal Government. 10 credits.

9. (a) What was the object of "The Australian Ballot System?" (b) Give the main features of it. 5 credits each.

10. (a) Who is a school patron? (b) Who are qualified electors in choosing a school supervisor? (c) State the duties of a supervisor. (d) Who has the authority to form school districts and to assign teachers? (e) What is meant by the *one mill tax*, and what is done with it? 2 credits each.

ALGEBRA.

1. Simplify $(a^2+b^2+c^2+2ab+2bc+2ac)+(a-b-c)$. 10 credits.

2. A man walking 4 miles per hour has 30 minutes the start of a boy on a bicycle. How many miles per hour must the boy go to overtake the man in 20 minutes. 10 credits.

3. Give the prime factors of the following:

$m^3-n^3, a^3+n^3, a^3-b^3, p^4+p^2+1, n^2-2n+1$. 2 credits each.

4. Of the following quantities $x^4-2x^3+6x-9, 6x^4-4x^3-16x^2+12x-6$ find; (a) G. C. D.; (b) L. C. M. 5 credits each.

5. A and B, in a game of baseball, are each at the bat 15 times. B makes 2 hits to A's 1, and A gets out 1 $\frac{1}{2}$ times as many times as B. Find the number of hits and outs of each, supposing each gets out when he does not make a hit. 10 credits.

6. Raise $2a^2+4b^3$ to the 7th power by the binominal theorem. 10 credits.

7. Multiply $(x-y)^{\frac{3}{2}}$ by $(x+y)^{\frac{1}{2}}$. 10 credits.

8. Find the value of x in $x-1=2+\frac{2}{\sqrt{x}}$. 10 credits.

9. Find the value of x and y : $\frac{1}{x}-\frac{1}{y}=3; \frac{1}{x^2}-\frac{1}{y^2}=21$. 10 credits.

10. A man purchased a field, whose length was to its breadth as 8 to 5. The number of dollars paid per acre was equal to the number of rods in the length of the field and the number of dollars given for the whole was equal to 13 times the number of rods around the field. Required the length and breadth of the field. 10 credits.

PHYSICAL GEOGRAPHY.

1. Of what does Physical Geography treat? 10 credits.

2. (1) Explain the cause of day and night; (2) the causes of the change of seasons. 5 credits each.

3. Distinguish between maps of the earth on the following projections: (1) Mercators; (2) equatorial; (3) polar; (4) conical. 2 $\frac{1}{2}$ credits each.

4. Give proofs of the present heated condition of the interior of the earth. 10 credits.

5. (1) What is an atoll? (2) What do their existence in any part of the earth prove? 5 credits each.

6. (1) How are tides caused? (2) Distinguish between *ebb*, *flood*, *spring* and *neap* tides. 5 credits each.

7. (1) Give proofs that the greater weight of the atmosphere lies within a few miles of the earth's surface. (2) Explain the origin of winds. 5 credits each.

8. Give the characteristic fauna of the following: (1) North America; (2) South America; (3) Australia; (4) Greenland; (5) Cuba. 2 credits each.

9. (1) Distinguish between vertical and horizontal distribution of vegetation? (2) What are the conditions requisite for forests? 5 credits each.

10. Tell the following of Alaska: (1) Its area; (2) its principal islands; (3) its principal trees; (4) its principal animals. (5) Describe the river system of the Yukon. 2 credits each.

STATE UNIFORM EXAMINATIONS.

Questions Used June 7, 1898, for Second or Third Grade Certificates.

Do you dislike examinations? Your remedy is to work for a State Certificate.

REGULATIONS.

1. Questions must be kept exclusively in the hands of the Examiner until the minute for examination on that subject. Seals to every enclosure must be broken in the presence of examinees.

2. The whole time for the examination is limited to three days, and the subjects must be taken in the following order: Orthography, Reading, Arithmetic, English Grammar, Composition, Geography, History, Physiology, Theory and Practice, Algebra, Physical Geography, Civil Government.

3. All examinees must begin any given subject at the same time, and no recess must be taken until that subject is completed.

4. **Duties.**—Every examinee must supply himself with cap-paper, must write in a legible hand with pen and ink, must work in full view of other examinees, must number or letter answers to agree with questions, and must fasten together all sheets on the same subject.

5. **Prohibitions.**—During the examination on any subject there shall be no violation of any of the following: (1) No examinee shall be seated so that it is possible for him to read another's writing; (2) Shall have in his possession any book, note-book or other thing from which help may be obtained; (3) Shall speak to any person; (4) Shall overlook another's work; (5) Shall ask the examiner the meaning of any question; (6) Shall leave his seat without permission; (7) Shall leave the room more than once, or remain out longer than ten minutes; (8) Shall pass or throw anything about the room; (9) Shall place any mark calculated to disclose its author on any paper.

Violations of any of these prohibitions will be deemed sufficient cause for excluding any paper from the Grading Committee, or for throwing out a whole county examination.

ORTHOGRAPHY.

1. Define: *Orthography, primitive word, derivative word, prefix, suffix.* 2 credits each.

2. Unite each of the following *primitive words* with the *suffix* and give the rule for spelling: *Close* -|- *ure*, *singe* -|- *ing*, *charge* -|- *able*, *plan* -|- *ing*, *fancy* -|- *ful*, *differ* -|- *ed*, *prefer* -|- *ed*, *guard* -|- *ous*, *red* -|- *en*, *model* -|- *ing*. 1 credit each.

3. Separate the *prefix* and the *root* in the following derivatives and write after each prefix its meaning: *Abed, afternoon, belittle, midsummer, misname, withstand, unkind, outstrip, disobey, foresight.* 1 credit each.

4. Form a derivative by using each of the following as a prefix or suffix, and define each word formed: *Age, ery, cule, dom, ful, ish, ity, ment, ness, post.* 1 credit each.

5. Write the following and opposite each a homonym: *Rude, scar, surf, serge, auger, throw, team, suite, root, strait.* 1 credit each.

6. Syllabicate and mark diacritically the vowel in the syllable primarily accented in each of the following: *Inventory, financier, ally, gratis, apparatus, sinecure, recess (noun), agriculture, abdomen, alternately.* 1 credit each.

7. Form ten derivatives by using as a prefix or suffix each of the following, once only, meaning: *One who, across, times, between, like, against, little, without, full of, made of.* 1 credit each.

8-10. Spell correctly: *Damning (obstructing), bulletin, census (enumeration), resurrection, restaurant, separation, malleable, privilege, corister, prejudice, hypocrite, progeny, orchestra, klee, missile.* 2 credits each.

READING.

1. Name in order the steps you would pursue in teaching a beginner to read. 10 credits.

2. When a class has reached Fifth Reader, state what you aim to accomplish by the reading exercises, and how you would conduct a recitation. 10 credits.

3. Name the necessary qualifications of a successful teacher of reading. 10 credits.

4. What other subjects should be taught in connection with reading? 10 credits.

5. Name the books you have read that have been especially helpful in directing you how to teach reading. 10 credits.

6. Read for the examiner, without previous knowledge of what you would read, a paragraph of prose. 25 credits.

7. Read for the examiner, he selecting the piece, one or more stanzas of poetry. 25 credits.

 The examiner will grade the reading of each selection from 0 to 25 and deliver his grading of the same to the Grading Committee.

ARITHMETIC.

Solutions must be given; answers only cannot be accepted. Method of solution must be counted in grading each example.

NOTE—Ten possible credits for each example.

1. (a) Express in words: 605006. (b) Write in figures: Eight hundred trillion, eight billion, eight million, eight hundred thousand, eighty. (c) Write: Fifty-five thousand eight hundred sixteen dollars, five cents. (d) Express by Arabic notation: $\overline{XDCCCXXII}$. (e) Express one million by Roman notation, using one letter.

2 credits each.

2. $4 + 11 \times 3 - (5 + 28 + 4 + 24) \div 6 = ?$

3. Write all the prime factors of 4862.

4. A can walk around a race-course in 12 min., B in 15 min., and C in 18 min. If they start together and keep walking each at his own rate, how many minutes will elapse before they are all three together at the starting point, and how many times will each have made the circuit?

5. The pendulum of one clock makes 25 beats in 28 seconds, and that of another clock 30 beats in 34 seconds. If the clocks are started at the same moment, when first after starting will the clocks beat together again?

6. What is the exact value of $\left(3 + 2\frac{1}{2} - \frac{2}{3} \text{ of } \frac{2}{3} + \frac{4}{3}\right) \div 4\frac{1}{2}$?

7. When it is noon at Philadelphia it is 10 min. past 5 o'clock p. m. at Paris. What is the longitude of Paris, the longitude of Philadelphia being $75^{\circ} 10'$?

8. Find, by using approximate measurement, how many feet high a box 5 ft. square must be made to hold 100 bushels of rice.

9. After getting a note, without interest, discounted at a bank for 3 mo. at 6 per cent., I had \$354.42. What was the face of the note?

10. A man purchased a horse, giving in payment his note at 6 per cent. At the end of 3 years and 6 months he found that he owed \$42 interest. How much did the horse cost him?

ENGLISH GRAMMAR.

1. (a) What does English Grammar teach? (b) How should pupils be taught the subject for two or three years preparatory to taking up technical grammar?

5 credits each.

2. In beginning grammar, should the sentence and its elements, or the *parts of speech* and their properties and accidents, be taught first? Why?

10 credits.

3. (a) Name and define the different kinds of sentences. (b) Write a declarative sentence and change it into each of the other kinds.

5 credits each.

4. (a) Define inflection. (b) When is it called *declension*; when comparison; when conjugation?

5 credits each.

5. Decline *I, thou, thyself, which, man-of-war.* 2 credits each.
6. Give the rule and compare each of the following: *hot, cheerful, sincere, able, capable, angry, fore, well, worldly, much.* 1 credit each.
7. Copy the following and write opposite each its plural: *army, turkey, tax, thief, brief, *, solo, son-in-law, forget-me-not, Knight Templar.* 1 credit each.
8. Write the synopsis with *thou* of the verb *drive* in the passive in all moods and tenses, and give all forms of the *infinitive* and *participles.* 10 credits.
9. Make a list of all the *propositions, clauses, and phrases,* stating what each modifies and the kind of an element it is, in the following sentence:
 "We cannot perceive that the study of Grammar makes even the smallest difference in the speech of people who have always lived in good society." 10 credits.
10. Parse in full the Italicized words in the following sentences:
 - (1) *Whoever* studies will learn.
 - (2) *Every* good gift is from above.
 - (3) He is *all* awry, for his reputation is his *all.*
 - (4) Be not *like dumb,* driven cattle.
 - (5) *Than* whom, Satan excepted, *none* higher sat.
 10 credits.

COMPOSITION.

1. What advantage to composition are *written recitations?* Should they be more frequent, more carefully corrected and copied? 5 credits.
2. What of the nature of the subjects, and at what period in a child's education should composition work begin? 5 credits.
3. Elaborate upon the benefits of the following as introductory to composition writing: (1) *Conversation-lessons;* (2) *Copying exercises;* (3) *Oral and written descriptions of pictures and familiar objects;* (4) *Committing choice extracts.* 5 credits.
4. A knowledge of the following being indispensable in composition, when and how should their use be taught: (1) *Capital letters;* (2) *Punctuation;* (3) *Use of words;* (4) *Use of sentences;* (5) *Figures of speech.* 5 credits.
5. Name briefly ten instances when words should begin with capitals. 5 credits.
6. (a) Name all the marks of punctuation in general use. (b) Write five rules for the use of the comma. 5 credits.
7. Write ten cautions to be observed in the selection of words. 5 credits.
8. Give five general rules to be observed in the construction of sentences. 5 credits.
9. Name and illustrate the use of five of the *figures of speech* in most common use. 5 credits.

10. (a) What is the value of paragraphing? (b) Give some rules for paragraphing. *5 credits.*

11. After preparing an outline, write a composition, at least one foolscap page in length, on one of the following subjects:

- (1) The use and abuse of school examinations.
- (2) Teachers' Uniform Examinations.
- (3) The war with Spain.
- (4) The necessity of ripe scholarship in a teacher.

50 credits.

UNITED STATES HISTORY.

1. Tell what you know of the "Starving Time," and what followed in the early history of the country.

2. Relate the story of the sending of wives to Virginia.

3. What of "bond servants," "redemptioners" and slaves, in the colonies.

4. Tell the history of Patrick Henry and his part in precipitating the Revolution.

5. What forms of religious worship were established by law in different sections before the Revolution? To whom is the country indebted for religious freedom, free speech, and a free press.

6. (a) Give an account of the United States Navy in the war of 1812. (b) Give an account of the battle of Bladensburg and the subsequent results.

7. Why is each of the following celebrated in history: Arnold, Ethan Allen, John Endicott, Roger Williams, Lafayette, Daniel Boone, Alex. Hamilton, Washington Irving, Alex. H. Stephens, Admiral Dewey?

8. Describe the Civil War from Bull Run to Gettysburg.

9. Relate the history of the term, "The Greater New York."

10. Tell the causes of the present war with Spain.

GEOGRAPHY.

1. Of what use are parallels of latitude and meridians?

2. What cities in the United States are in about the same latitude as Madrid?

3. (a) Give approximately their number, their combined area and the population of the Philippine Islands. (b) Give the latitude and longitude of Manila.

4. (a) What are zones? (b) Give the width of each in miles.

5. Name ten important rivers of the Mississippi River System.

6. Name in order the five nations that have the largest population.

7. What is the distance, and through what waters would you sail from Gibraltar to Manila?

8. Give the following in regard to Cuba: Length, average width, area in square miles, climate, character of soil, chief products, number of inhabitants and their character, chief exports and imports.

9. Locate Mexico. How many states compose the republic? What is its area? What is the character and number of its population? What are its chief exports and imports?

10. Name all the governments in South America with their capitals. State approximately their combined population. What countries have furnished the greater part of the South American population? What language is principally spoken in each government?

PHYSIOLOGY.

1. Describe all the bones of the trunk.
2. Give the physiological reasons why a child's feet should not be allowed to dangle from a high seat.
3. Explain the uses and structure of the muscles.
4. Describe and state the uses of the perspiratory glands.
5. Name the organs of respiration and tell how we breathe.
6. Give reasons for school-room ventilation, and tell how it may best be done.
7. Describe the heart and explain its movements.
8. Tell the effects of alcoholic drinks and narcotics upon circulation; the heart; the blood; the lungs.
9. Trace the food from the mouth to the small intestines and describe the whole process of digestion, explaining the action of the gastric and pancreatic juices and the bile.
10. Explain the effects of alcoholics and narcotics upon the organs and process of digestion; and give the "Law of Heredity."

THEORY AND PRACTICE.

(From Hughes' Mistakes in Teaching.)

1. Discuss the following mistakes; (1) *Regarding knowledge as more important than the child*; (2) *Of confining education to the school*; (3) *Of neglecting definite moral training.* Chap. I.

3½ credits each.

2. Give a brief of the arguments on the following questions of school management: (1) *Yard supervision*; (2) *Demerit marks*; (3) *Tardiness in the teacher*; (4) *Personal habits of the teacher*; (5) *Sitting while teaching.* Chap. II.

2 credits each.

3. Give in substance the discussion on five mistakes of the teacher in dealing with parents. Chap. II.

2 credits each.

4. Discuss the following mistakes in discipline: (1) *Trying to teach without order.* (2) *State five rules given for "maintaining order."* Chap. III.

5 credits each.

5. What is said in relation to the following: (1) *Too many rules.* (2) *Losing sight of the class.* (3) *Whipping for disciplinary purposes merely.* (4) *Allowing whispering on the plea of "allowing pupils to assist each other."* (5) *A hearty laugh in the school room.* Chap. III. 2 credits each.

6. Discuss the following mistakes in method: (1) *Asking questions in rotation;* (2) *Repeating questions;* (3) *Slavish use of textbooks;* (4) *Assigning lessons without testing thereon;* (5) *Continuing lessons too long.* Chap. IV. 2 credits each.

7. State in brief the argument of Mr. Hughes on the following: (1) *Thinking one teaching of a subject sufficient;* (2) *Supposing detecting errors means correcting them.* Chap. IV. 5 credits each.

8. What is said of the following: (1) *Trying to teach too much in a single lesson;* (2) *Paying most attention to smart pupils;* (3) *Accepting partial answers;* (4) *Repeating answers.* Chap. IV. 2½ credits each.

9. Write what is said of talking too much while teaching. (2) Quote the "Teacher's Golden Rule," and the sayings of Mr. Hughes, Sir William Hamilton, and Horace Mann, relative to the same principle. Chap. IV. 5 credits each.

10. Reproduce the substance of the arguments in discussing the following mistakes: (1) *Allowing "Yes" and "No," and neglecting the manners and deportment of pupils;* (2) *Tempting pupils by the self-reporting system.* 5 credits each.

The questions on this subject for the September examination will be taken from Browning's Educational Theories, published by E. L. Kellogg & Co., 68 East Ninth St., New York.

FOR FIRST GRADE CERTIFICATES.

The preceding examinations on Orthography, Reading, Composition, Geography, Physiology and Theory and Practice were also required for this certificate.

ARITHMETIC.

Solutions must be given; answers only cannot be accepted. Method of solution must be counted in grading each example.

NOTE—Ten possible credits for each example.

1. A farmer brought to market 3 jars of butter, weighing 27, 29, and 40 pounds, respectively. The empty jars weighed $4\frac{1}{2}$, $4\frac{3}{8}$, and $7\frac{1}{4}$ pounds. The butter was sold for \$28. Give the price per pound in the fraction of a dollar.

2. Reduce $\left(\frac{2\frac{3}{4}}{4\frac{3}{8}} \div \frac{3\frac{1}{2}}{4\frac{1}{4}}\right) \times \frac{8}{9} + .01$ to a decimal. Give answer correct to six decimal figures.

3. Find the value in U. S. money of the contents of a purse containing 35 sovereigns, 27 half-sovereigns, 13 crowns, 41 half-crowns, a guinea, and a shilling.

4. Express .65 of a pint as a decimal of a bushel.

5. Fifteen persons agree to purchase a tract of land, but three of the company withdrawing, the investment of each is increased \$150. What does the land cost?

6. If the assessed valuation of a town is \$2,360,000, and the town has 640 polls, paying \$1.50 each, what must be the rate of taxation in order to raise \$10,400?

7. What is the difference between the present worth and proceeds of \$560 due in 2 yr., 6 mo., at 6 per cent?

8. If 5 horses eat as much as 6 cattle, and 8 horses and 12 cattle eat 12 tons of hay in 40 days, how much hay will be needed to keep 7 horses and 15 cattle 65 days?

9. If a globe of gold 1 inch in diameter is worth \$120, what is the diameter of a globe of gold worth \$6400?

10. If a child should receive 1 cent at birth, 2 cents on the second birthday, 4 cents on the third, etc., how much would he be worth when 21 years of age?

ENGLISH GRAMMAR.

1. (a) Distinguish between practical and technical Grammar.
(b) Tell which should be taught first, and give reasons for your answer.

2. Separate the following into *all of its propositions, clauses and phrase*; classify and tell what each modifies:

"Nobody knew how the fisherman brown,
With a look of despair that was half a frown,
Faced his fate on that furious night,
Faced the mad billows with hunger white,
Just within hall of a beacon light
That shone on a woman fair and trim
Waiting for him."

3. Parse *in full* in the above sentence: *how*, *that* (wherever it appears), *with* (both), *just*, *faced* (second), *half*, *knew*.

4. Write each *part of speech* and after it as a head, in the order of stating them in *parsing*, all the properties and accidents to which each is subject.

5. (a) Only what kind of verbs may have a passive voice, and why? (b) How, is the passive voice of every verb formed?
5 credits each.

6. Write a short sentence and illustrate each of the following uses of the infinitive: (1) As the subject of a sentence; (2) As the object of a verb; (3) As the object of a preposition; (4) As the complement of a verb; (5) As a noun appositive; (6) As an adjective; (7) As an adverb.

7. Write a short sentence in which a *noun clause* is used; (1) As the subject of a sentence; (2) As the object of a verb; (3) As the object of a preposition; (4) As a complement of the verb *be*; (5) As an appositive.
2 credits each.

8. Write two sentences and illustrate the difference between *restrictive* and *non-restrictive* clauses.

9. (a) Give four classifications of sentences. (b) What determines the classification of *words, phrases and clauses*?
5 credits each.

10. (a) Which two *parts of speech*, besides conjunctions, may connect; and what is each of them called? (b) Illustrate each by a sentence.

UNITED STATES HISTORY.

1. What are the chief benefits to be derived from the study of history, and what subjects should be taught in connection with it.
10 credits.

2. Give the principal epochs in the history of what is now the United States.
10 credits.

3. Distinguish between the Provincial, Continental and Federal Congresses.
10 credits.

4. Give the meaning and origin of each of the following political terms: *Loco-focos*, *Nullification*, *Free Soilers*, *Know-nothings*, *Underground Railroad*, *Secession*, *Southern Confederacy*, *Emancipation*, *Carpet-baggers*, *Mugwumps*. 1 credit each.

5. (a) Who enunciated the doctrine, "To the victors belong the spoils?" (b) What is meant by "Civil Service Reform?" (c) Under whose administration was the latter inaugurated? (d) What is likely to be the outcome of it? 10 credits.

6. What is meant by the "Monroe Doctrine?" What recent occurrence made this question prominent again? Explain. 10 credits.

7. Write five questions you would ask a class about the "Dred Scott Decision." 10 credits.

8. Give a brief sketch of the first one of each in the United States: (a) Railroad; (b) steamboat; (c) newspaper; (d) telegraph; (e) cotton gin. 2 credits each.

9. What do you understand by the "Resumption Act" of 1879; the Sherman Silver Bill repealed by special session of Congress in 1893? 5 credits each.

10. What do you understand by "the free and unlimited coinage of silver at the ratio of 16 to 1?" 10 credits.

CIVIL GOVERNMENT.

1. (1) What State took the first step leading to the formation of the present Constitution of the United States? (2) Name the time and place fixed by the commissioners for the meeting of the first Convention. (3) Why did the attempt fail? (4) When and where did the Convention finally meet? (5) State why the organization was delayed, and who was elected president, and the length of the session. 2 credits each.

2. (1) The ratification of how many States were necessary to adopt the Constitution? (2) How many ratified within a year? (3) When was the first election held under it? (4) What prevented Congress from organizing and the President from being inaugurated at the date fixed, March 4th, 1789? (5) When and where was he finally inaugurated? 2 credits each.

3. (1) Give the six reasons set forth in the preamble for the establishment of the Constitution. (2) How many Articles in the original instrument? (3) How many since added by amendments? (4) How many amendments were proposed by the first Congress? (5) Which three were offered and declared ratified to free and to adjust the negro to citizenship? 2 credits each.

4. (1) Name the branches of government established by the Constitution. (2) Show wherein these branches are not entirely independent of each other. (3) Name the two bodies created constituting the first branch of government. (4) What are both together called? (5) How often is this body required to meet? 2 credits each.

5. Why is the House of Representatives so called? (2) State three conditions of eligibility therein. (3) Give the number of members in the first Congress. (4) When was the first census taken? (5) What was approximately the population of the United States, and what was the primary object of this census?

2 credits each.

6. (1) Give approximately the population of the Eleventh census; the number of members in the present House. (2) What population was made the basis of the apportionment of Representatives after the first census; what after the eleventh? (3) Can a non-resident of a Congressional district be elected and serve it in Congress? (4) What three exclusive powers are granted the House of Representatives? (5) How many times has the House of Representatives elected a president, and under what circumstances may a State have no voice in such election?

2 credits each.

7. How many members now compose the United States Senate? (2) Who are eligible; how are they elected, and how did it happen that the Constitution did not require their election by popular vote? (3) Who is its presiding officer; when must the Chief Justice preside? (4) What *executive* and what *judicial* functions performed by this body? (5) Under what circumstances may a State lose its vote in the election of a Vice-President?

2 credits each.

8. (1) Why is it that State Legislatures frequently *instruct* their Senators and *request* their Representatives to support certain national measures? (2) How long must a foreigner live in this country before eligible to the Senate? (3) What is the salary of a Senator; a Representative? (4) What are the salaries of Vice-President and Speaker of the House? (5) Under what conditions may a Governor appoint a Senator.

2 credits each.

9. Give three processes by which a bill may become a national law.

10 credits.

10. (1) Show the points of agreement and how State governments are all built on the plan of the general government. (2) Mention the Executive officers of a State and the primary duties of each.

5 credits each.

ALGEBRA.

1. (1) Define Algebra. (2) Express the multiplication of a , b and c , in three ways. (3) Express the division of a by b in two ways. (4) Write x with a *numerical coefficient*; with a *literal coefficient*; with a *literal exponent*. (5) Express the *fourth root* of x^3 ; the reciprocal of $a - b$.

2 credits each.

2. Express by algebraic symbols: (1) x equals the sum of a and b ; (2) x is less than the sum of a and b ; (3) x is greater than the sum of a and b ; (4) x is not equal to y ; (5) x is not greater than y ; (6) x is not less than y ; (7) make the *sign of deduction* (meaning *therefore*); the *sign of continuation* (meaning *and so on*); (8) name the four *signs of aggregation*; (9) in the trinomial $2a^2 - b^3 - 3c$, tell the *sign* of $2a^2$, the *coefficient* of b^3 , and the *exponent* of $3c$; (10) Give three brief rules embodying your answers to sub-question "(9)."

1 credit each.

3. (1) Add: (a), $2a + (+a)$; (b), $2a + (-a)$; (c), $-2a + (+a)$; (d), $-2a + (-a)$.

(2). Subtract: (a), $2a - (+a)$; (b), $2a - (-a)$; (c), $-2a - (+a)$; (d), $-2a - (-a)$.

(3). Multiply: (a), $a \times (+b)$; (b), $-a \times (+b)$, (c), $a \times (-b)$; (d), $-a \times (-b)$.

(4). Divide: (a), $ab \div (+a)$; (b), $-ab \div (-a)$; (c), $-ab \div (+a)$; (d), $ab \div (-a)$.

(5). Explain all the algebraic meanings of the signs *plus* and *minus*.
2 credits each.

4. Resolve each of the following factors into four factors:

(1), $1 - m^6$; (2), $x^4 + 7x^3 + 9x^2 - 7x - 10$. 5 credits each.

5. Find each the G. C. D. and L. C. M. of $6x^2 - 13x + 6$, $2x^2 + 5x - 12$, and $6x^2 - x - 12$.
5 credits each.

6. Reduce to its simplest form $\left(\frac{m}{m-n} - \frac{n}{m-n}\right) + \left(\frac{m}{m+n} + \frac{n}{m-n}\right)$.
10 credits.

7. Solve the equations $\frac{14}{x} + \frac{7}{y} = 4\frac{1}{2}$, $\frac{21}{x} - \frac{6}{y} = 1$.
10 credits.

8. A and B together earn \$50 in eight days; A and C together, \$69 in 12 days; B and C together, \$55 in 10 days. How much can each earn in a day?
10 credits.

9. Find the value of x in $\frac{1}{x + \sqrt{2-x^2}} + \frac{1}{x - \sqrt{2-x^2}} = \frac{x}{2}$.
10 credits.

10. A certain number of sheep were bought for \$468; but, after 8 of them have been reserved, the rest were sold at an advance of \$1 a head, and \$12 were gained on the lot. How many sheep were bought?
10 credits.

PHYSICAL GEOGRAPHY.

1. (1) Distinguish between *Mathematical*, *political*, and *physical* Geography. (2) Name six other sciences closely akin to and partly treated in Physical Geography.
5 credits each.

2. Give the following in regard to the earth: (1) Its form; (2) Its Polar and mean Equatorial diameters; (3) Its surface in square miles, and volume in cubic miles; (4) Its relative *cubical contents* and *mass* as compared with the sun; (5) The source from which its losing heat is largely restored.
2 credits each.

3. Define: (1) *Agonic line*; (2) *Isogonic lines*; (3) *Isoclinical lines*; (4) *Magnetic storms*; (5) *Mercator's Projection*.
2 credits each.

4. (1) What is relief? (2) Give the total relief of the earth in miles, and the proportion between that and the earth's radius; (3) Tell the effects of erosion; (4) Under what circumstances might there be no land? (5) Classify islands.
2 credits each.

$$\begin{aligned}
 12x + 10y + 2z &= 69 \quad (1) \\
 10y + 11z &= 55 \quad (2) \\
 2z + 2z &= 11 \\
 4z &= 11 \\
 z &= \frac{11}{4}
 \end{aligned}$$

$$\begin{aligned}
 4y + 12z &= 2 \\
 4x - 4y &= 1 \\
 8x + 8y &= 1 \\
 8x - 8y &= 1
 \end{aligned}$$

5. (1) Describe the coral polyp, and coral reef building. (2) Give the theory of atolls. 5 credits each.

6. Define Seismology. (2) Give the modern theory of earthquakes, and their effects at sea. 5 credits each.

7. (1) Explain the nature of waves, how produced, movement, extreme height and velocity, duration, depth of disturbance, etc. (2) Explain the phenomena of tides; solar, lunar, spring and neap tides, height at different places; bores and maelstrom. 5 credits each.

8. (1) Define climate, and state the chief conditions which determine the climate of a place. (2) Tell how winds are produced; give the starting place of cyclones, and draw the distinction between cyclones and tornadoes. 5 credits each.

9. (1) Define vapor, and tell how water is held in the air. (2) Explain what is meant by the "dew point," and state the conditions and in what forms vapor is precipitated. 5 credits each.

10. (1) Tell what is meant by the flora of a country, and tell the conditions which effect flora. (2) Explain what is meant by the fauna of a country, and name some of the animals common to the several faunal regions. 5 credits each.

$$\frac{14}{x} + \frac{7}{y} = \frac{13}{3} \quad (1)$$

$$\frac{21}{x} - \frac{6}{y} = \frac{3}{3} \quad (2)$$

$$\frac{42}{x} + \frac{21}{y} = 13 \quad (3)$$

$$\frac{42}{x} - \frac{12}{y} = 2 \quad (4)$$

$$\frac{33}{y} = 15$$

$$\begin{aligned}
 15y &= 33 \\
 y &= \frac{33}{15} = \frac{11}{5}
 \end{aligned}$$

$$\frac{14}{x} + \frac{7}{\frac{11}{5}} = \frac{13}{3}$$

$$\frac{14}{x} + \frac{35}{11} = \frac{13}{3}$$

$$\frac{14}{x} = \frac{13}{3} - \frac{35}{11}$$

$$\frac{143}{33} - \frac{105}{33}$$

$$\frac{38}{33}$$

$$\frac{38}{33}$$

$$\begin{aligned}
 38x &= 14 \times 33 \\
 19x &= 7 \times 33
 \end{aligned}$$

$$\begin{array}{r}
 14 \\
 19 \\
 \hline
 246
 \end{array}$$

$$\begin{array}{r}
 14 \\
 19 \\
 \hline
 246
 \end{array}$$

$$\frac{7}{y} = \frac{10}{3}$$

$$\begin{aligned}
 10y &= 21 \\
 y &= \frac{21}{10}
 \end{aligned}$$

QUESTIONS FOR STATE CERTIFICATES

Used January 1898.

"Too low they build who build beneath the stars."—Young.

NOTICE TO EXAMINEES.

1. A fee of one dollar not refundable and an endorsement of good character must be handed the examiner.
2. Use legal cap paper, pen and ink; number and letter answers to correspond with questions; fasten together all papers on the same subject.
3. The whole examination must be completed within one year, or no credit will be allowed on any subject passed on longer than twelve months.

GEOMETRY.

(From Robinson's New Geometry.)

1. Draw and define each of the quadrilaterals. 2 credits each.
2. Define: (a) *Altitude of a polygon*; (b) *equivalent magnitudes*; (c) *similar figures*; (d) *an arc*; (e) *a proposition*; (f) *a problem*; (g) *a theorem*; (h) *a hypothesis*; (i) *a corollary*; (j) *a postulate*. 1 credit each.
3. Demonstrate: The sum of the three angles of any triangle is equal to two right angles. 10 credits.
4. Demonstrate: If in any triangle a line be drawn from any angle to the middle of the opposite side, twice the square of this line, together with twice the square of one half of the side bisected, will be equivalent to the sum of the squares of the other two sides. 20 credits.
5. Demonstrate: An angle at the circumference of any circle is measured by one half of the arc on which it stands. 20 credits.
6. Problem: Two parallel chords in a circle are 8 feet each, and their distance apart is 6 feet; what is the radius of the circle? 10 credits.
7. Problem: How far can a keeper in a light house 200 feet above the sea level see a man in the water, assuming the diameter of the earth to be 8,000 miles? 10 credits.
8. Demonstrate: Any triangular pyramid is one-third of the triangular prism having the same base and equal altitude. 10 credits.

TRIGONOMETRY.

(From Robinson's.)

1. Draw a figure, name and describe each of the trigonometrical lines, or circular functions. 10 credits.
2. Conceive the radius unity and find the value of each function in terms of the other. 20 credits.
3. Give the algebraic signs of all the circular functions in each quadrant. 20 credits.
4. Proposition: In any triangle, the sines of the angles are to one another as the sides opposite to them. 20 credits.
5. Problem: In a right-angled triangle, ABC, given the base AB, 1214, and the angle A, $51^{\circ} 40' 30''$, to find the other parts [Give proportions simply, as logarithms cannot be used.] 10 credits.
6. Explain logarithms. Tell how *multiplications, divisions, raising to powers, and the extraction of roots*, may be performed by logarithms. 10 credits.
7. Problem: In a plane triangle, the side $AC=1751$, $CB=1257.5$, $AB=2364.5$, find the angles. [Use the formula for cosines and work correctly to the use of logarithms.] 10 credits.

PHYSICS.

(From Steele's Popular Physics.)

1. Name five general properties of matter. Define five specific properties of matter. 1 credit each.
2. (a) Give the three laws of motion. (b) Explain circular motion; reflected motion. 5 credits each.
3. (a) Draw a diagram and show how a nearly west wind may drive a sail-boat north. (b) Why will a rifle ball make a round hole in a pane of glass while a stone thrown against it will shatter it? 5 credits each.
4. Give the law of capillarity; distinguish between direct and reversed capillarity. (b) Give the three laws of weight. 5 credits each.
5. (a) A man on the earth (4,000 miles from the centre) weighs 200 lbs., what would he weigh 2,000 miles above the surface? (b) How high is a precipice if it takes 10 seconds for a stone to fall to its base? 5 credits each.
6. Illustrate the three classes of levers; give the law of equilibrium. 10 credits.
7. Draw a diagram and illustrate the principle of the hydrostatic press. 10 credits.
8. (a) A water tower 81 ft. high has an orifice at the base, what will be the velocity of a jet? (b) What will be the number of cubic feet of water discharged in 10 seconds if the orifice have an area of $\frac{1}{4}$ a square foot? 5 credits each.
9. (a) Describe a rainbow. (b) Why are they circular; why always opposite the sun; why are there primary and secondary bows? 5 credits each.
10. (a) Distinguish between frictional and voltaic electricity. (b) Explain Rhumkorff's coil. 5 credits each.

ZOOLOGY.

(From Steele's Popular Zoology.)

- ✓ 1. (a) Define *organic matter*, and give the kingdoms into which organisms are divided. (b) Of what does Zoology treat? 5 credits each.
2. Illustrate the six classifications of the animal kingdom beginning with the *swallow* as a species. 10 credits.
3. Define the following branches of *invertebrates*: (1) *protozoa*; (2) *porifera*; (3) *coelenterata*; (4) *echinodermata*; (5) *vermes*; (6) *mollusca*; (7) *arthropoda*. 10 credits.
- ✓ 4. Name the *branch, class and order* to which each of the following belongs: (1) *common sponge*; (2) *jelly-fish*; (3) *star-fish*; (4) *tape-worm*; (5) *mosquito*. 2 credits each.
5. Give the chief points of distinction between *invertebrates and vertebrates*. 10 credits.
6. Give reasons for sub-dividing the *vertebrates* into each of the following ten classes: *acrania, cyclostoma, elasmobranchii, ganoides, teleostei, dipnoi, batrachia, reptilia, aves, mammalia*; or define each. 20 credits.
- ✓ 7. Give *class and order* of each of the following: *sting-ray, cat-fish, scell-fish, bull-frog, rattlesnake*. 2 credits each.
8. Give the *order, genus and species* of each of the following *mammalia*, and the reason for each distinction in classification: (1) *Kangaroo*; (2) *horse*; (3) *mastiff*; (4) *gorilla*; (5) *man*. 2 credits each.
9. (a) Discuss *migrations of birds*; (b) *homologies of the vertebrates*. 5 credits each.

BOTANY.

(From Gray's Lessons in Botany.)

1. (a) Distinguish between *Systematic and Structural Botany*; (b) Explain the terms *morphology, histology, and vegetable physiology*. 5 credits each.
2. Take *flax* and illustrate in various ways the advantages of a *pattern plant*. 10 credits.
3. Define: *cotyledon, caulicle, plumule, node, calyx, sepal, stamen, pistil, stigma, anther*, and other technical terms used in the above illustration. 10 credits.
4. Draw *diagrams and illustrate ten kinds of buds*. 10 credits.
5. Describe the functions of each and name some plants that has each of the following kinds of roots: *tap, multiple, primary, secondary, fibrous, fleshy, napiform, fusiform, fascicled, aerial, root hairs*. 2 credits.
6. Explain the meaning of the following terms used in connection with stems: *herbaceous, arboreous, diffuse, decumbent, assurgent, culm, caudex, stolon, offset, rootstock*. 2 credits each.

7. Draw diagrams and describe leaves as to the following particulars: (1) *venation*; (2) *general outline*; (3) *apex* and *base*; (4) *stipules*; (5) *phyllotaxy*. 2 credits each.

8. Analyze each of the following, making all possible classifications: *orange*, *pineapple*, *watermelon*, *Irish potato*, *onion*. 2 credits each.

LATIN.

1. Ad haec Caesar respondit: 'Se magis consuetudine sua quam merito eorum civitatem conservaturum, si prius quam murum aries attigisset se dedidissent: sed deditiois nullam esse condicionem nisi armis traditis. Se id quod in Nervii fecisset facturum, finitimisque imperaturum, ne quam dediticiis populi Romani injuriam inferrent.' Re nuntiata ad suos, quae imperarentur facere dixerunt. 10 credits.

2. Decline the above, *se*, *aries*, *nullam*, *armis*, *re*. 10 credits.

3. (a) What part of speech is *conservaturum*? (b) How is such discourse usually expressed? 10 credits.

4. Give the principal parts of *attigisset*, *dedidissent*, *fecisset*, *inferrent*. Why is each in the Subjunctive mood? 10 credits.

5. Give the case and construction of each: *se* (second one), *deditiois*, *traditis*, *finitimisque*, *imperaturum*, *dediticiis*, *populi*. 10 credits.

6. Ausus quinetiam voces jactare per umbram

Implevi clamore vias: moestusque Creusam

Nequequam ingeminans, iterumque iterumque vocavi.

Quaerenti, et tectis urbis sine fine furenti,

Infelix simulacrum, atque ipsius umbra Creusae

Visa mihi ante oculos, et nota major imago.

Obstupui, steteruntque comae, et vox faucibus haesit.

Tum sic affari, et curas his demere dictis:

Quid tantum insano juvat indulgere dolori,

O dulcis conjux? non haec sine numine Divum

Eveniunt: nec te comitem asportare Creusam

Fas, aut ille sinit superi regnator Olympi.

Longa tibi exilla, et vastum maris aequor arandum.

Ad terram Hesperiam venies, ubi Lydius arva

Inter opima virum leni fuit agmine Tybris.

Illic res laetae, regnumque, et regia conjux

Parta tibi: lachrymas dilectae pelle Creusae. 20 credits.

7. Give principal parts of *ausus*, *implevi*, *visa*, *obstupui*, *steterunt*. 10 credits.

8. Parse in full *quaerenti*, *nota*, *affari*, *demere*, *arandum*, *virum*, *leni*, *parta*, *pelle*, *Creusae*. 20 credits.

RHETORIC.

(From Quackenbos.)

1. What is the province and object of rhetoric? 10 credits.

2. Give the *elements* and *standards* of taste. 10 credits.

3. Name the sources of the *pleasures* of the imagination. 10 credits.

4. Name the essential elements of the sublime in writing. 10 credits.
5. Name the elements of *beauty*; contrast *sublimity* with *beauty*. 10 credits.
6. Name *two* figures of orthography; *eight* of etymology; *five* of syntax. 10 credits.
7. Define *sixteen* of the principal figures of rhetoric; illustrate each by a short example. 20 credits.
8. Name the different varieties and the essential properties of style. Give directions for forming a good style. 20 credits.

ENGLISH LITERATURE.

(From Rev. Stopford Brooke.)

1. Give a sketch of the author, and an outline of the *Canterbury Tales*. 5 credits each.
2. Name the authors with their literary works that greatly influenced prose literature in the time of Henry VIII. 10 credits.
3. Give a sketch of the youth and manhood of the author of the *Faerie Queen*. 10 credits.
4. What is said of the *decay of the drama*? Name some of the *tragedies* written by Ben Jonson, and how does he compare with Shakespeare? 5 credits each.
5. Name and describe the writings of Jeremy Taylor; Richard Baxter. 5 credits each.
6. Give a sketch of the life of John Milton. Give the characteristics of *Paradise Lost* and of *Paradise Regained*. 5 credits each.
7. Give a sketch of the life of Alexander Pope; a summary of his writings; their design and effect. 10 credits.
8. What were the *Tatler*, *Spectator* and *Guardian*; what their influence upon the people; who the principal writers? 10 credits.
9. (a) Name the principal prose writers between 1745 and 1832. (b) Give a brief outline of two of the principal literary works. 5 credits each.
10. Couple the author with the following and give a sufficient summary of two of them to show that you have read each: *The Religious Affections*; *Poor Richard's Almanac*; *The Spy*; *The Sketch Book*; *Psalm of Life*; *We and Our Neighbors*; *The Seven Oaks*; *The Circuit Rider*; *Little Women*; *Sights and Insights*. 10 credits.

PSYCHOLOGY.

(From Sully's Outlines.)

1. Define psychology; show its relation to physiology and education. 10 credits.
2. (a) How is the mind divided for purposes of study? (b) Explain the relation between these psychical factors. 5 credits each.
3. Distinguish between *senses* and *sensations*. (b) Treat of the *range* and *origin* of instinct in man. 5 credits each.

4. (a) Define and give the general functions of attention.
(b) How may the teacher train the attention of pupils?

5 credits each.

5. (a) Define perception; (b) Distinguish between a *procept* and a *concept*; between *perception* and *conception*.

5 credits each.

6. (a) Define memory. (b) Give some of the general conditions necessary to reproduction, and tell how memory may be cultivated.

5 credits each.

7. (a) Distinguish between *inductive* and *deductive* reasoning.
(b) Explain the mental process in reasoning.

5 credits each.

8. Distinguish between *feelings* and *emotions*; (b) *desire* and *motive*.

5 credits each.

9. Show the relation between *habit* and *volition*.

10 credits.

10. Is the *will* free? Give arguments *pro* and *con*.

10 credits.

GENERAL HISTORY.

(From Swinton's Outlines of the World's History.)

1. Narrate the career of Alexander the Great. 10 credits.

2. What of the character and effect upon the world of Greek literature, philosophy and art? 10 credits.

3. Relate the origin and spread of Christianity. 10 credits.

4. Give the *rise* and *origin* of the Saracens; their influence upon literature, science and art. 10 credits.

5. Relate, in brief, the *origin*, *history* and *decline* of Feudalism. 10 credits.

6. Tell the *design*, *date*, *number* and *results* of the Crusades. 10 credits.

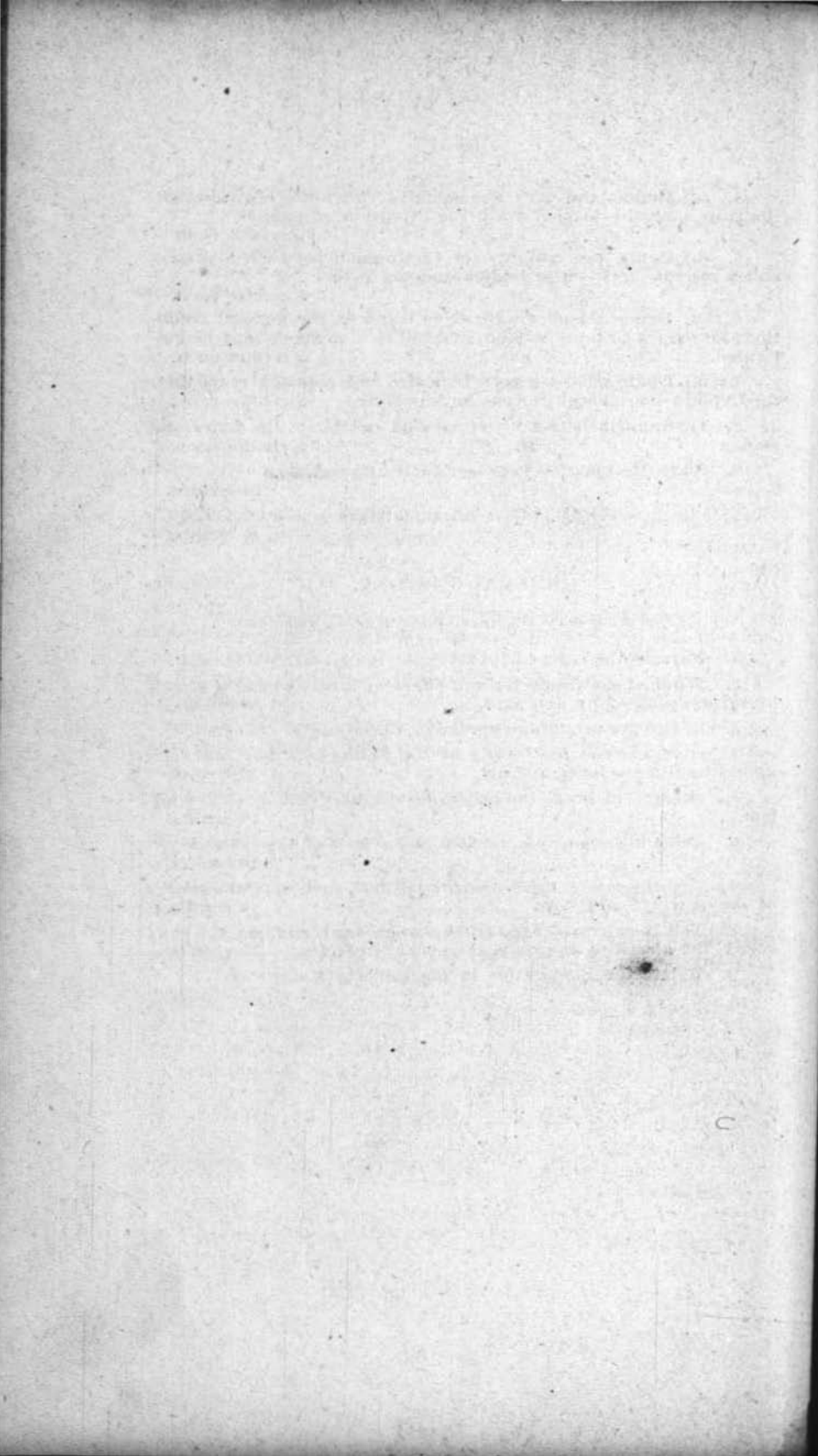
7. Tell the *causes*, name the *participants*, and state the *results* of the Thirty Years War. 10 credits.

8. Tell the story of *The French Revolution*; the *causes*, the *chief actors*, the *atrocities*, the *close*, the *political effect*. 20 credits.

9. Relate the Restoration of the German Empire.

10 credits.

Have new history
English Lit.
Human
Backs
Am. B. Co.



CHAPTER IV.

Statistical Reports of County Superintendents for 1896-7 Tabulated.

The facts presented in the following Tables are as full and as absolutely correct as it was possible to make them from the data furnished in County Superintendents' reports.

Some items, omitted in the statistics of this year, will be found in the Tables of the succeeding year, being of such nature that it is deemed sufficient to present such facts only biennially.

Other facts are not given because the reports from some counties were obviously defective relative to such data. County Superintendents, however, are to be congratulated upon the constantly increasing care employed in the preparation of their reports. Their reports are manifestly neater, more correct, and give less cause for complaint than they did in former years.

The effort has been made to so tell the story of education that the student of statistics may find all he may wish to know, and to present it in such form that one accustomed to sift truths out of Statistical Tables may learn the educational work and the real condition of the State with facility.

In the following Tables all averages and percentages are correct within a fraction of one or less.

The showing presented denotes healthy progress in all matters pertaining to education, but when compared with the work of many other States, the fact is clearly discernible that a great responsibility is yet to be met, if it be the aim of Florida to rank with her more enthusiastic sisters in the divine work of elevating the masses through public education.

The imperative need for more money and longer school terms is apparent to the eye of an informed educator in nearly every Table.

TABLE I.—Showing, (1) Number of Schools; (2) Total Population; (3) School Population, all by Races.

1896-97. COUNTIES	No. of Schools.			Total Population, Census of 1895.			School Population (6 to 21 years of age.) Census of 1895.		
	Total.	White.	Negro.	Total.	White.	Negro.	White.	Total.	Negro.
In State...	2,467	1,848	619	*464,639	271,561	193,039	152,598	86,196	66,402
Alachua...	117	72	45	28,207	13,639	14,568	9,083	3,945	5,138
Baker...	30	27	3	3,712	2,986	726	1,374	1,148	226
Bradford...	55	45	10	9,499	7,142	2,357	2,926	2,285	641
Brevard...	49	40	9	4,558	3,731	827	1,238	1,000	238
Calhoun...	27	20	7	3,274	2,436	838	1,083	842	241
Citrus...	35	29	6	4,261	2,618	1,643	947	732	215
Clay...	51	44	7	5,200	3,723	1,477	1,722	1,352	370
Columbia...	74	49	25	12,935	6,294	6,641	4,515	2,277	2,238
Dade...	23	19	4	3,322	2,148	1,174	640	549	91
DeSoto...	60	58	2	6,418	6,018	400	2,466	2,405	61
Duval...	87	53	34	34,766	14,871	19,895	10,482	4,228	6,254
Escambia...	59	42	17	22,503	12,848	9,655	7,036	4,184	2,852
Franklin...	6	4	2	4,475	2,344	2,131	967	544	423
Gadsden...	70	40	30	13,693	4,827	8,866	5,048	1,738	3,310
Hamilton...	63	45	18	9,991	5,353	4,638	3,122	2,005	1,118
Hernando...	19	15	4	2,940	1,826	1,114	1,051	620	431
Hillsborough...	95	79	16	31,362	24,046	7,316	8,108	6,547	1,561
Holmes...	36	31	5	6,232	5,774	458	2,377	2,295	82
Jackson...	94	56	38	21,930	9,646	12,284	7,663	3,391	4,272
Jefferson...	56	27	29	15,007	3,276	11,731	6,549	1,271	5,278
Lafayette...	44	43	1	3,783	3,445	338	1,224	1,200	24
Lake...	63	49	14	8,349	6,180	2,169	2,281	1,696	585
Lee...	16	15	1	*2,225	2,084	102	677	654	23
Leon...	71	33	38	19,597	3,347	16,250	9,251	912	8,339
Levy...	54	41	13	7,534	5,164	2,370	2,519	1,638	881
Liberty...	16	12	4	2,079	1,151	928	687	394	293
Madison...	91	57	34	13,660	5,923	7,737	5,917	2,195	3,722
Manatee...	35	33	2	3,830	3,548	282	1,249	1,183	66
Marion...	111	74	37	21,875	10,284	11,591	7,727	3,162	4,565
Monroe...	11	9	2	17,167	11,935	5,232	4,613	3,277	1,336
Nassau...	57	40	17	8,843	4,285	4,558	2,749	1,413	1,336
Orange...	65	49	16	12,459	8,624	3,835	3,088	2,051	1,037
Osceola...	29	25	4	3,394	2,723	671	1,083	900	153
Pasco...	41	38	3	4,697	4,174	523	1,426	1,328	98
Polk...	84	78	6	10,983	9,207	1,776	3,409	3,019	390
Putnam...	71	47	24	11,381	6,550	4,831	3,477	1,824	1,651
St. Johns...	37	30	7	7,708	5,125	2,583	2,166	1,477	689
Santa Rosa...	66	58	8	8,914	6,572	2,342	3,512	2,631	881
Sumter...	45	35	10	5,308	3,743	1,565	1,761	1,265	496
Suwannee...	85	58	27	12,544	6,838	5,706	4,660	2,425	2,235
Taylor...	34	33	1	3,062	2,842	220	1,135	1,074	61
Volusia...	59	44	15	11,480	7,240	4,240	2,526	1,641	885
Wakulla...	32	22	10	3,700	1,977	1,723	1,231	658	573
Walton...	72	63	9	7,962	6,826	1,136	2,965	2,506	459
Washington...	69	60	9	7,820	6,228	1,592	2,857	2,273	584

*39 Indians included in totals.

TABLE II.—Showing. (1) Enrollment by Race; (2) By Sex and Race; (3) Percentage of School Population (6 to 21) Enrolled.

1896-97. COUNTIES	Enrollment by Race.			Enrollment by Sex and Race.				Per cent. of School Pop- ulation En- rolled		
	Total.	White.	Negro	Males.		Females.		Both Races.	White.	Negro.
				White.	Negro.	White.	Negro.			
In State..	165,519	66,007	39,512	34,170	19,015	21,837	20,497	69	77	60
Alachua ..	5,750	2,552	2,898	1,439	1,350	1,413	1,548	63	72	56
Baker ..	963	527	136	461	58	366	78	70	72	60
Bradford ..	2,497	1,981	516	1,039	257	942	259	85	87	80
Brevard ..	1,036	834	202	399	99	435	103	84	83	85
Calhoun ..	833	697	136	374	68	323	68	77	83	56
Citrus ..	798	645	153	342	75	303	78	84	88	71
Clay ..	1,520	1,249	271	615	133	634	138	88	92	73
Columbia ..	3,577	1,839	1,538	953	748	886	790	75	81	69
Dade ..	717	508	209	267	100	241	109	112	92	230
DeSoto ..	2,070	2,010	60	1,087	31	923	29	84	84	98
Duval ..	6,203	3,041	3,165	1,474	1,491	1,567	1,674	59	72	51
Escambia ..	3,809	2,555	1,254	1,250	588	1,305	668	54	61	44
Franklin ..	578	364	214	190	88	174	126	60	67	51
Gadsden ..	3,463	1,439	2,024	717	1,003	722	1,021	69	83	61
Hamilton ..	2,023	1,417	606	775	317	642	289	65	71	54
Hernando ..	627	471	156	243	73	228	83	60	76	36
Hillsborough ..	4,720	3,822	898	1,948	445	1,874	452	58	58	58
Holmes ..	1,718	1,703	15	894	10	809	5	72	74	18
Jackson ..	5,534	2,752	2,782	1,419	1,404	1,333	1,378	72	81	65
Lafayette ..	938	922	16	511	7	411	9	77	77	67
Jefferson ..	3,789	956	2,833	485	1,439	471	1,394	58	75	54
Lake ..	1,906	1,393	513	722	251	671	262	84	82	88
Lee ..	489	472	17	229	8	243	9	72	72	74
Leon ..	4,107	707	3,400	355	1,604	352	1,796	44	78	41
Levy ..	1,775	1,195	580	642	287	553	293	70	73	66
Liberty ..	507	307	200	154	103	153	97	74	78	68
Madison ..	4,024	1,848	2,176	983	1,006	865	1,170	63	84	58
Manatee ..	1,189	1,126	63	593	30	533	33	95	95	95
Marion ..	5,436	2,319	3,117	1,213	1,426	1,106	1,691	70	73	68
Monroe ..	2,701	1,439	662	757	312	682	350	46	44	50
Nassau ..	2,078	1,105	973	590	485	515	488	76	78	73
Orange ..	2,810	1,840	970	920	456	920	514	91	89	94
Osceola ..	876	750	126	389	72	361	54	81	81	82
Pasco ..	1,073	1,006	67	529	27	477	40	75	76	68
Polk ..	3,101	2,756	345	1,433	147	1,323	198	91	91	88
Putnam ..	2,558	1,357	1,201	686	596	671	605	74	74	73
St. Johns ..	1,677	1,127	550	593	260	534	290	77	76	80
Santa Rosa ..	2,564	2,035	529	1,090	251	945	278	73	77	60
Sumter ..	1,481	1,068	413	519	188	549	225	84	84	83
Suwannee ..	3,756	2,286	1,470	1,221	692	1,065	778	81	94	66
Taylor ..	1,933	981	52	517	20	464	32	91	91	85
Volusia ..	2,156	1,388	768	708	365	650	403	85	85	87
Wakulla ..	1,066	623	443	343	240	280	203	87	95	77
Walton ..	2,318	2,039	279	1,079	140	960	139	78	81	61
Washington ..	2,472	1,956	516	1,023	266	923	250	87	86	88

*Due to great increase in Negro population since the last census.

TABLE IH.—Showing, (1) Average Daily Attendance; (2) Percentage of Attendance Compared With Enrollment.

1896-97. COUNTIES.	Average Number Attending School each day.								Percentage of attendance, or No. in daily attendance for each 100 enrolled.		
	Males.				Females.						
	Both Races.		White.		Negro.		White.					Negro.
	Both Races.	White.	Negro.	White.	Negro.	White.	Negro.	Both Race	White.	Negro.	
In State.....	69,477	43,623	25,854	22,094	12,265	21,529	13,589	66	66	65	
Alachua.....	4,155	1,993	2,162	995	988	998	1,174	72	70	75	
Baker.....	636	533	103	294	42	239	61	66	64	76	
Bradford.....	1,629	1,297	332	658	161	639	171	65	65	64	
Brevard.....	724	587	137	275	65	312	72	70	70	68	
Calhoun.....	472	385	87	197	43	188	44	57	55	64	
Citrus.....	567	459	108	238	51	221	57	71	71	71	
Clay.....	968	777	191	384	98	393	93	64	62	70	
Columbia.....	2,168	1,191	977	589	466	602	511	64	65	64	
Dade.....	467	318	149	172	73	146	76	65	63	71	
DeSoto.....	1,523	1,478	45	798	24	680	21	74	74	75	
Duval.....	4,215	2,241	1,974	1,102	959	1,139	1,015	68	74	62	
Escambia.....	2,550	1,681	869	807	406	874	463	67	66	69	
Franklin.....	365	225	140	115	55	110	85	63	62	65	
Gadsden.....	2,256	989	1,267	495	607	494	660	65	69	63	
Hamilton.....	1,317	962	355	494	167	468	188	65	68	59	
Hernando.....	404	311	93	152	41	159	52	64	66	60	
Hillsborough.....	3,250	2,664	586	1,342	287	1,322	299	69	70	65	
Holmes.....	940	929	11	481	8	448	3	55	55	73	
Jackson.....	3,179	1,596	1,583	813	797	783	786	57	58	57	
Jefferson.....	2,617	623	1,994	289	989	334	1,005	69	65	70	
Lafayette.....	683	672	11	386	4	286	7	73	73	69	
Lake.....	1,272	920	352	464	162	456	190	67	66	69	
Lee.....	284	272	12	128	5	144	7	58	58	71	
Leon.....	2,899	479	2,420	233	1,115	246	1,305	71	68	71	
Levy.....	1,165	792	373	385	181	397	192	66	66	64	
Liberty.....	* 319	194	125	94	67	100	58	63	63	63	
Madison.....	2,562	1,099	1,463	582	674	517	789	64	59	67	
Manatee.....	842	804	38	411	20	393	18	71	71	60	
Marion.....	3,544	1,574	1,970	791	872	783	1,098	65	68	63	
Monroe.....	1,393	927	466	481	224	446	242	66	64	70	
Nassau.....	1,250	703	547	359	282	344	265	60	64	56	
Orange.....	1,866	1,247	619	604	282	643	337	66	68	64	
Osceola.....	632	530	102	270	58	260	44	72	71	81	
Pasco.....	795	749	46	380	21	369	25	74	74	69	
Polk.....	2,090	1,851	239	935	101	916	138	67	67	69	
Putnam.....	1,675	907	768	440	388	467	380	65	67	64	
St. Johns.....	1,059	705	354	365	173	340	181	63	63	64	
Santa Rosa.....	1,802	1,400	402	766	195	674	207	70	69	76	
Sumter.....	992	732	260	343	119	389	141	67	69	63	
Suwannee.....	2,174	1,348	828	677	355	671	471	58	59	56	
Taylor.....	617	592	25	299	10	293	15	60	60	48	
Volusia.....	1,535	1,035	510	518	245	507	265	71	74	66	
Wakulla.....	674	413	261	223	133	190	128	63	66	59	
Walton.....	1,457	1,272	185	656	90	616	95	63	62	66	
Washington.....	1,494	1,177	317	604	162	573	155	60	60	61	

TABLE IV.—Showing, (1) Aggregate No. of Days' Schooling Given;
(2) The Average Length of School Term; (3) The Average No. of
Days' Schooling Given for Every Child, 6 to 21 Years of Age.

1896-97. COUNTIES	Aggregate No. of Days' Schooling Given.			Average Number of Days Schools were Taught.			Average Days' Schooling Given for Every child 6 to 21		
	Both Races.	White.	Negro.	Both Races.	White.	Negro.	Both Races.	White.	Negro.
In State.....	7,157,700	4,622,524	2,535,176	103	106	98	47	54	38
Alachua.....	409,538	211,253	198,285	99	106	92	45	54	34
Baker.....	41,080	33,350	7,730	65	63	75	30	29	34
Bradford.....	119,034	94,690	24,344	73	73	73	41	41	38
Brevard.....	90,743	74,443	16,300	125	127	119	73	74	68
Calhoun.....	42,335	35,487	6,848	90	92	79	39	42	28
Citrus.....	56,500	45,700	10,800	100	100	100	60	62	50
Clay.....	95,680	76,580	19,100	99	99	100	56	57	52
Columbia.....	166,435	91,658	74,777	77	77	77	37	40	33
Dade.....	62,060	43,609	18,451	133	137	124	97	79	202
DeSoto.....	150,400	149,900	4,500	99	99	100	61	61	74
Duval.....	576,270	336,342	239,928	137	150	122	55	80	38
Escambia.....	322,746	220,152	102,594	127	131	118	46	53	36
Franklin.....	29,200	18,000	11,200	80	80	80	30	33	26
Gadsden.....	194,020	90,520	103,500	86	92	82	38	52	31
Hamilton.....	95,435	70,855	24,580	72	74	69	31	35	22
Hernando.....	40,382	32,948	7,434	100	106	80	38	53	17
Hillsborough.....	420,332	353,491	66,841	129	133	114	52	54	43
Holmes.....	81,160	80,280	880	86	86	80	34	35	13
Jackson.....	290,665	162,260	128,405	91	102	81	38	48	30
Jefferson.....	230,140	73,380	156,760	88	118	79	35	58	30
Lafayette.....	50,579	49,699	880	74	74	80	41	41	37
Lake.....	155,185	116,246	38,939	122	126	111	68	69	67
Lee.....	32,089	30,649	1,440	113	113	120	47	47	63
Leon.....	319,640	56,160	263,480	111	117	109	39	62	32
Levy.....	113,068	76,509	36,559	97	97	98	45	47	41
Liberty.....	25,220	15,220	10,000	79	78	80	37	39	34
Madison.....	191,737	102,916	88,821	75	94	61	32	47	24
Manatee.....	91,720	87,920	3,800	109	109	100	73	74	58
Marion.....	419,480	186,075	233,405	118	118	118	54	59	51
Monroe.....	212,130	137,570	74,560	152	148	160	46	42	56
Nassau.....	221,964	67,544	54,420	98	96	99	44	48	41
Orange.....	259,763	173,282	86,481	139	139	140	84	84	83
Osceola.....	79,314	67,074	12,240	125	127	120	73	72	80
Pasco.....	81,237	76,917	4,320	102	103	94	57	58	44
Polk.....	220,780	196,880	23,900	106	106	100	65	65	61
Putnam.....	203,870	111,050	92,820	122	122	121	59	61	56
St. Johns.....	152,597	100,352	52,245	144	142	148	70	68	76
Santa Rosa.....	154,312	124,412	29,900	86	89	74	44	47	34
Sumter.....	79,927	59,016	20,911	81	81	80	45	47	42
Suwannee.....	177,968	111,796	66,170	82	83	80	38	46	30
Taylor.....	38,877	36,877	2,000	63	62	80	34	34	33
Volusia.....	161,952	111,070	50,882	106	108	100	64	68	57
Wakulla.....	65,510	39,410	26,100	97	95	100	53	60	46
Walton.....	113,528	101,242	12,286	78	80	66	38	40	27
Washington.....	121,100	95,740	25,360	81	81	80	42	42	48

*Due to large increase in population since census was taken.

TABLE V.—Showing Educational Status of Youth Enrolled in the Schools.

1896-97. COUNTIES	No. in Chart.			First Reader.			Second Reader.			Third Reader.			Fourth Reader.			Fifth Reader.			Higher Branches.		
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State.....	12,827	5,144	7,683	20,831	10,957	9,874	18,106	10,437	7,669	17,440	11,081	6,359	18,097	13,120	4,977	11,910	9,581	2,329	5,954	5,589	365
Alachua.....	780	192	588	1,092	415	677	1,198	479	719	1,044	532	512	970	618	352	403	351	52	266	265	1
Baker.....	118	86	32	203	169	34	186	156	30	134	116	18	151	137	14	134	129	5	40	37	3
Bradford.....	384	251	133	433	305	128	448	345	103	459	361	98	447	405	42	222	210	12	101	101	...
Brevard.....	60	44	16	148	112	36	161	121	40	203	151	52	261	224	37	134	120	14	63	62	1
Calhoun.....	62	28	34	208	156	52	190	161	29	163	143	20	120	119	1	51	51	...	39	39	...
Citrus.....	33	11	22	134	90	44	105	79	26	146	110	36	160	140	20	131	126	5	89	89	...
Clay.....	150	119	31	243	172	71	254	207	47	267	212	55	265	217	48	200	185	15	106	105	...
Columbia.....	595	233	362	588	277	311	601	328	273	516	274	242	529	311	218	372	240	132	142	142	...
Dade.....	72	48	24	123	73	50	126	90	36	134	92	42	158	112	46	76	65	11	28	28	...
DeSoto.....	117	105	12	248	236	12	299	288	11	397	389	8	549	539	10	301	294	7	159	159	...
Duval.....	897	185	712	1,370	503	867	1,048	491	557	947	470	477	894	525	369	631	469	162	532	503	29
Escambia.....	175	122	53	913	508	405	841	486	355	690	459	231	588	486	102	298	230	68	304	264	40
Franklin.....	73	17	56	121	60	61	77	50	27	135	104	31	117	93	24	118	103	15	1	1	...
Gadsden.....	615	105	510	800	289	511	608	237	371	561	250	311	529	278	251	297	232	65	48	48	...
Hamilton.....	386	214	172	530	309	221	362	252	110	273	210	63	250	221	29	137	126	11	85	85	...
Hernando.....	100	47	53	93	71	22	116	82	34	107	67	40	116	109	7	69	69	...	26	26	...
Hillsborough.....	307	175	132	1,131	881	250	775	592	183	837	666	171	900	778	122	582	542	40	188	188	...
Holmes.....	348	342	6	379	375	4	277	274	3	268	266	2	229	229	...	135	135	...	82	82	...
Jackson.....	691	290	401	1,483	602	881	882	420	462	841	421	420	810	465	345	389	151	238	447	412	35
Jefferson.....	698	52	646	741	117	624	439	103	536	559	151	408	540	194	346	415	224	191	197	115	82

Lafayette..	144	141	31	188	183	5	233	230	3	165	162	3	165	163	2	31	31	....	43	43	...
Lake..	157	84	73	301	203	98	282	179	103	323	227	96	368	281	87	240	284	56	133	133	...
Lee..	42	42	.....	50	45	5	73	72	1	100	94	6	114	111	3	69	67	2	31	31	...
Leon..	598	43	555	1,127	101	1,026	860	112	748	663	124	539	503	130	373	308	149	159	48	48	...
Levy..	134	51	83	377	214	163	321	190	131	294	204	90	344	276	68	199	172	27	106	88	18
Liberty..	81	29	42	76	39	37	84	44	40	95	66	29	92	63	29	55	32	23	24	24	...
Madison..	646	105	541	875	298	577	658	316	342	624	338	286	500	295	205	650	428	222	60	57	3
Manatee..	72	66	6	149	133	16	184	175	9	209	196	13	268	256	12	120	113	7	187	187	...
Marion..	894	92	802	939	292	647	914	336	578	922	440	482	944	506	438	614	450	164	209	203	...
Monroe..	420	243	177	379	285	94	332	225	107	236	162	74	280	165	115	336	276	60	118	83	35
Nassau..	313	137	186	357	166	191	348	164	184	339	187	152	367	204	163	175	151	24	179	106	73
Orange..	213	112	101	424	208	216	406	207	199	503	294	209	496	377	119	491	372	119	271	270	1
Osceola..	105	89	16	109	86	23	185	161	24	155	135	20	157	134	23	70	55	15	96	90	5
Pasco..	64	45	19	170	150	20	184	172	12	177	168	9	202	196	6	203	202	1	73	73	...
Polk..	159	105	54	462	390	72	477	407	70	489	422	67	721	667	54	473	445	28	288	288	...
Putnam..	154	62	92	560	219	341	376	155	221	425	221	204	518	280	238	351	246	105	174	174	...
St. Johns..	188	93	95	286	177	109	278	162	116	239	152	87	305	212	93	263	224	39	118	107	11
Santa Rosa..	188	113	75	545	400	143	472	348	124	431	354	77	503	423	80	332	304	28	93	93	...
Sumter..	177	80	97	257	168	89	241	148	93	249	176	73	333	287	46	153	140	13	71	69	2
Suwannee	611	272	339	538	305	233	524	290	234	575	325	250	614	470	144	298	266	32	173	173	...
Taylor..	147	124	23	187	172	15	138	124	4	181	176	5	193	188	5	139	129	....	48	48	...
Volusia..	125	69	65	369	181	188	392	221	171	363	235	128	466	329	137	358	281	77	83	81	2
Wakulla..	157	77	80	180	88	92	159	96	63	194	109	85	144	82	62	126	79	47	106	92	14
Walton..	109	53	56	455	376	79	379	332	47	381	337	44	465	438	27	412	394	18	98	98	...
Washington	268	160	108	490	358	132	413	320	93	427	333	94	442	377	65	249	229	20	183	179	4

TABLE VI.—Showing Number of Teachers Employed and Grades of County Certificates Held.

1896-97. COUNTIES	*No. of Different Teachers Employed.							White.									Negro.								
	Both Races.	White.			Negro.			First Grade.			Second Grade.			Third Grade.			First Grade.			Second Grade.			Third Grade.		
		Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
In State..	2651	2010	786	1224	641	304	337	491	269	222	1060	340	720	459	177	282	39	32	7	281	139	142	32	133	168
Alachua..	134	93	30	63	41	18	23	23	13	10	53	15	38	17	2	15	1	1	...	12	7	5	28	10	18
Baker..	25	23	15	8	2	2	...	2	1	1	16	13	3	5	1	4	...	...	...	2	2	...	...	...	...
Bradford..	48	43	22	21	5	5	...	8	4	4	20	11	9	15	7	8	...	...	...	2	2	...	2	3	...
Brevard..	49	43	11	32	6	2	4	10	5	5	26	4	22	7	2	5	...	...	...	4	2	2	2	...	2
Calhoun..	19	15	8	7	4	4	...	4	1	3	8	5	3	3	2	1	...	...	...	4	4	...	...	...	...
Citrus..	35	31	8	23	4	4	...	13	4	9	16	4	12	2	...	2	...	...	...	4	4	...	...	...	...
Clay..	42	34	13	21	8	5	3	6	3	3	19	6	13	9	4	5	...	...	...	1	1	...	...	7	4
Columbia..	72	48	25	23	24	9	15	27	12	15	13	9	4	8	4	4	1	1	...	10	2	8	13	6	7
Dade..	27	22	6	16	5	2	3	11	3	8	8	3	5	3	...	3	...	...	...	3	2	1	2	...	...
DeSoto..	67	65	43	22	2	2	...	11	10	1	35	20	15	19	13	6	...	...	...	...	...	...	2	2	...
Duval..	154	82	14	68	72	22	50	14	7	7	58	6	52	10	1	9	2	1	1	34	13	21	36	8	28
Escambia..	85	62	11	51	23	9	14	10	3	7	41	5	36	11	3	8	4	2	2	10	3	7	9	4	5
Franklin..	13	10	4	6	3	1	2	4	2	2	4	1	3	2	1	1	...	...	...	1	...	1	2	1	1
Gadsden..	55	40	15	25	15	9	6	11	7	4	16	6	10	13	2	11	...	...	...	1	1	...	14	8	6
Hamilton..	54	43	18	25	11	9	2	13	8	5	26	9	17	4	1	3	2	1	1	8	7	1	1	1	...
Hernando..	24	21	5	16	3	3	...	9	4	5	8	1	7	4	...	4	...	...	...	2	2	...	1	1	...
Hillsborough..	124	105	36	69	19	6	13	31	12	19	59	19	40	15	5	10	3	3	...	8	3	5	8	...	8
Holmes..	36	35	25	10	1	1	...	11	10	1	15	7	8	9	8	1	...	...	...	1	1	...	...	...	...
Jackson..	79	56	23	33	23	20	3	15	9	6	25	11	14	16	3	13	...	...	...	7	7	...	16	13	3
Jefferson..	65	32	10	22	33	19	14	6	4	2	20	4	16	6	2	4	...	...	...	9	5	4	24	14	10

Lafayette..	34	33	21	12	1	1		5	4	1	16	10	6	12	7	5		1	1			
Lake..	71	60	18	42	11	5	6	14	7	7	40	8	32	6	3	3		10	5	5	1	
Lee..	13	13	6	7	....	....	....	2	1	1	9	3	6	2	2	....	....	....	....	....	....	
Leon..	76	32	10	22	44	19	25	9	2	7	19	6	13	4	2	2	3	2	1	15	3	
Levy..	51	41	20	21	10	7	3	6	4	2	22	11	11	13	5	8		3	2	1	26	14
Liberty..	12	9	3	6	3	2	1	1	....	1	3	1	2	5	2	3	....	....	....	3	2	
Madison..	74	52	27	25	22	14	8	20	14	6	28	11	17	4	2	2	4	4	....	14	9	
Manatee..	40	38	22	16	2	2	....	7	6	1	22	11	11	9	5	4	....	....	....	4	1	
Marion..	135	85	25	60	50	10	40	21	10	11	39	10	29	25	5	20	2	1	1	22	4	
Monroe..	32	23	4	19	9	3	6	4	2	2	15	....	15	4	2	2	1	1	....	2	1	
Nassau..	72	46	13	33	26	8	18	13	7	6	32	5	27	1	1	....	3	3	....	17	4	
Orange..	95	69	11	58	27	6	21	6	4	2	49	5	44	14	2	12	1	1	....	13	5	
Osceola..	33	28	10	18	5	3	2	7	3	4	9	4	5	12	3	9	....	....	....	3	1	
Pasco..	43	40	15	25	3	2	1	13	6	7	17	5	12	10	4	6	....	....	....	3	2	
Polk..	101	95	41	54	6	2	4	18	11	7	53	19	34	24	11	13	....	....	....	2	2	
Putnam..	86	58	18	40	28	16	12	6	3	3	37	7	30	15	8	7	2	2	....	11	7	
St. Johns..	53	41	6	35	12	5	7	8	3	5	23	2	21	10	1	9	2	2	....	4	2	
Santa Rosa..	61	53	26	27	8	3	5	19	15	4	21	6	15	13	5	8	2	1	1	3	2	
Sumter..	45	36	13	23	9	7	2	9	4	5	18	6	12	9	3	6	....	....	....	3	3	
Suwannee..	75	54	29	25	21	13	8	32	20	12	15	7	8	7	2	5	4	4	....	10	4	
Taylor..	20	19	13	6	1	1	....	5	5	....	6	5	1	8	3	5	....	....	....	1	1	
Volusia..	70	51	13	38	19	11	8	10	4	6	21	4	17	20	5	15	2	2	....	13	7	
Wakulla..	24	17	13	4	7	3	4	....	....	....	9	8	1	8	5	3	....	....	....	4	1	
Walton..	70	64	37	27	6	6	....	10	8	2	29	14	15	25	15	10	....	....	....	5	5	
Washington..	57	50	30	20	7	3	4	7	4	3	22	13	9	21	13	8	....	....	....	2	2	

*Including holders of State, Primary, Life, and Temporary Certificates. See page 64 for distribution of these Certificates.

TABLE VII.—Showing the Result of the Uniform Examinations.

COUNTIES	1896-97.	Number of Examinees.	Examinees failing to pass.			No. and Grades of Certificates Issued.											
			Total.	White.	Negro.	To Whites.						To Negroes.					
						1st Grade.			2d Grade.			3d Grade.			1st Grade.		
						Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
In State...		2361	710	362	348	91	100	210	401	140	295	5	1	79	73	107	149
Alachua...		154	77	26	51	3	1	15	15	6	20			2		8	7
Baker...		20	3	3				8	1	3	3					1	1
Bradford...		75	48	44	4		1	4	6	7	9						
Brevard...		24	1	1		1	6	1	9	1	2			2			1
Calhoun...		10	4	2	2			2	2	1	1						
Citrus...		30	6	3	3	1	5	3	10		3					2	
Clay...		43	9	5	4			2	7	8	8			3	1	2	3
Columbia...		70	33	12	21	6	4	2	5	2	5			2	3	4	4
Dade...		17	5	2	3	3	4	1	3								1
DeSoto...		46	16	16		6	1	6	2	5	8					1	
Duval...		129	26	3	23	2	4	5	21		7	1		10	17	7	29
Escambia...		91	12	1	11	2	7	6	32	2	7		1	4	6	7	5
Franklin...		9	1	1			4	1	1		1						
Gadsden...		54	9		9	1	2	7	6	2	10			2		8	7
Hamilton...		35	11	9	2	1	1	4	8	4	4			1		1	
Hernando...		17	5	3	2	1	2	1	3	1	4						
Hillsborough...		84	16	8	8	3	2	14	17	3	18			1	3	2	5
Holmes...		24	13	13		2		2		5	2						
Jackson...		96	48	24	24	1	4	8	6	5	7			3	2	9	3
Jefferson...		80	32	3	29		1	4	7	3	4	1		4	2	12	10
Lafayette...		29	5	5		2	1	6	9	1	5						
Lake...		88	11	8	3	6	7	17	30	3	8			2	1	1	2
Lee...		21	6	4	2	1		3	8		3						
Leon...		58	13	3	10	2	4	4	6	1		1		4	7	8	8
Levy...		37	9	6	3			4	4	4	8			2		3	8
Liberty...		13	6	5	1	1			3					1		1	1
Madison...		56	18	7	11	2	3	7	12	2	4	1			1	4	2
Manatee...		26	1	1		1		10	6	2	4			2			
Marion...		164	47	10	37	6	5	5	33	8	23			7	8	3	19
Moscow...		28	10	6	4	2	3		4		4			1		1	3
Nassau...		42	11		11	4	2	2	5	1				3	3	1	10
Orange...		90	21	12	9	7	4	5	23	3	15				2	2	8
Osceola...		21	4	2	2			4	3	3	4			1		2	
Pasco...		49	11	11		4	2	4	14	5	7			1		1	
Polk...		66	11	5	6	5	7	5	17	3	17						1
Putnam...		70	21	12	9	1	1	5	8	6	8			5	6	4	5
St. Johns...		42	8	4	4	2	2		11	3	9			1		1	5
Santa Rosa...		46	17	8	9	2	1	1	8	5	9						3
Sumter...		38	9	7	2		2	2	6	2	10			1		4	2
Suwannee...		49	13	7	6	2	1	9	7	2	2			5	5	2	1
Taylor...		8	3	3		1				3						1	
Volusia...		70	21	8	13	2	5	4	11	4	12			5	4	2	
Wakulla...		26	8	3	5			3	2	5	3	1		2		2	
Walton...		57	31	30	1	3	1	6	2	9	5						
Washington...		60	20	16	4	2		8	8	7	12			2		1	

TABLE VIII.—Showing Facts Relative to Teachers Employed.

1896-97. COUNTIES.	Graduates of Normal Schools.				Attendants at Teachers' Summer Schools.				Attendants at State Teachers' Associations.	Subscribers to Educational Journals.		Non-Resident Teachers.					
	White		Negro		White		Negro			White		Negro		White		Negro	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		White.	Negro.	White.	Negro.	Of County.	Of State.	Of County.	Of State.
In State	101	113	25	18	154	300	72	98	337	176	1234	402	202	81	74	18.	
Alachua..	6	5	1	..	4	5	15	25	35	..	50	22	..	..	..	..	
Baker ..	..	..	..	..	..	..	..	..	..	..	6	3	9	..	1	..	
Bradford..	2	1	..	..	2	..	..	..	1	..	23	3	5	..	..	..	
Brevard..	2	10	2	1	..	1	..	..	4	3	43	5	8	..	..	..	
Calhoun..	..	1	..	..	3	3	2	..	6	1	11	2	6	..	2	..	
Citrus..	3	7	2	..	2	5	..	..	23	2	32	4	2	..	3	..	
Clay..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Columbia	11	2	..	..	3	4	3	2	9	8	44	16	7	5	..	1	
Dade..	2	2	..	..	..	..	..	..	..	..	20	2	6	..	..	..	
DeSoto..	..	..	..	..	16	1	..	..	3	..	35	2	..	..	..	..	
Duval..	1	4	..	1	2	7	1	10	7	39	54	50	7	5	1	2	
Escambia	..	6	..	2	2	57	5	20	..	..	43	14	..	..	..	..	
Franklin..	..	..	..	..	..	..	..	..	..	..	3	..	1	2	..	..	
Gadsden..	3	4	..	..	..	..	..	..	3	..	13	7	1	..	..	..	
Hamilton	14	17	..	..	4	2	..	..	8	7	26	8	25	1	4	..	
Hernando	..	1	..	..	..	4	..	..	14	..	14	1	4	1	..	..	
Hillsborough..	..	7	2	..	26	50	3	5	15	4	80	18	3	6	10	..	
Holmes..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
Jackson..	4	2	..	..	1	1	..	..	15	..	20	5	4	..	..	..	
Jefferson..	2	1	..	..	1	2	5	4	3	..	16	17	4	3	..	1	
Lafayette..	1	..	..	..	12	10	..	..	..	..	18	..	5	1	..	..	
Lake..	..	..	2	..	4	21	1	1	21	2	45	9	1	2	7	1	
Lee..	..	1	..	..	..	..	..	..	..	..	5	..	..	..	..	..	
Leon..	..	2	2	2	4	4	8	12	..	12	23	32	3	5	..	1	
Levy..	4	3	..	..	..	1	1	..	5	2	42	10	4	7	..	1	
Liberty ..	1	..	1	..	..	..	..	..	..	..	8	3	2	..	2	..	
Madison ..	6	1	3	..	2	2	6	2	4	5	15	12	17	3	13	..	
Manatee..	..	..	..	..	12	9	..	..	3	..	23	2	7	2	..	..	
Marion ..	8	12	4	8	..	..	..	..	78	27	48	27	5	1	3	2	
Monroe..	..	..	..	..	..	4	..	..	..	..	18	3	1	1	..	..	
Nassau ..	1	3	2	..	2	3	..	3	7	18	19	14	7	4	..	1	
Orange ..	2	1	1	2	3	2	2	2	3	6	43	16	1	..	..	..	
Osceola..	..	1	..	..	..	..	..	..	1	1	20	3	3	2	1	..	
Pasco..	..	..	..	..	3	8	..	..	6	..	41	..	..	..	..	..	
Polk..	4	2	..	..	26	44	1	1	20	4	74	6	5	2	..	..	
Putnam..	2	3	..	..	3	2	..	..	3	10	35	20	4	1	..	6	
St. Johns	1	1	..	..	3	25	5	5	3	12	27	11	6	1	3	1	
Santa Rosa..	2	1	2	..	..	..	..	..	..	..	37	6	13	6	3	..	
Sumter..	1	1	..	..	3	6	4	..	13	1	32	7	5	3	4	..	
Suwannee	5	..	1	..	6	11	5	5	15	7	23	10	3	1	2	..	
Taylor ..	1	..	..	..	..	..	..	..	..	..	8	..	2	2	..	..	
Volusia ..	2	4	..	..	2	3	2	1	5	3	42	14	2	..	6	..	
Wakulla..	2	2	1	..	1	1	1	..	2	..	15	7	3	..	..	..	
Walton ..	5	4	1	..	..	..	2	..	..	2	25	6	4	2	4	1	
Washington	2	1	..	..	2	2	..	..	2	..	16	5	6	..	5	..	

TABLE IX.—Showing, (1) Average Age of Teachers; (2) Average Months Taught in Life

1896-97. COUNTIES.	AVERAGE AGE						AVERAGE MONTHS TAUGHT.					
	White.			Negro.			White.			Negro.		
	All Teachers.			All Teachers.			All Teachers.			All Teachers.		
	Both Sexes.	Male.	Female.	Both Sexes.	Male.	Female.	Both Sexes.	Male.	Female.	Both Sexes.	Male.	Female.
In State..	27	27	29	26	27	30	25	39	37	41	34	35
Alachua..	25	25	28	24	26	27	25	30	28	35	24	37
Baker..	27	26	28	23	31	31	..	21	20	23	15	33
Bradford..	23	23	24	22	26	26	..	22	21	27	14	28
Brevard..	29	29	36	27	27	34	23	34	32	55	23	52
Calhoun..	25	24	25	23	27	..	..	32	27	32	21	53
Citrus..	26	25	29	24	30	30	..	33	29	31	28	63
Clay..	28	27	26	28	30	34	24	37	35	25	41	43
Columbia..	25	25	27	23	25	28	24	29	24	27	20	41
Dade..	26	26	32	24	27	27	27	53	49	90	34	70
DeSoto..	26	26	26	25	24	24	..	29	28	29	27	38
Duval..	28	30	40	28	27	31	25	54	59	79	64	46
Escambia..	30	30	36	29	32	35	30	46	47	69	43	45
Franklin..	28	29	23	39	26	26	25	37	33	17	42	50
Gadsden..	26	26	31	23	27	31	22	33	29	45	19	43
Hamilton..	25	23	25	21	31	31	30	34	26	40	16	65
Hernando..	26	26	36	24	26	26	..	32	31	65	25	23
Hillsborough..	28	28	29	28	25	29	24	45	48	49	47	31
Holmes..	23	23	23	21	21	..	..	20	20	25	7	4
Jackson..	28	27	28	26	29	30	28	39	34	36	32	52
Jefferson..	28	31	33	29	26	29	23	42	55	65	50	30
Lafayette..	22	22	23	22	20	20	..	17	18	19	15	13
Lake..	28	28	35	25	25	29	22	45	44	69	33	47
Lee..	31	31	31	31	20	20	..	40	41	30	52	12
Leon..	31	33	43	29	30	34	27	50	52	59	49	49
Levy..	26	25	26	24	30	31	28	36	31	40	22	59
Liberty..	23	22	23	22	24	27	20	25	21	17	24	35
Madison..	27	26	30	22	28	29	26	37	34	47	20	44
Manatee..	26	26	26	26	31	31	..	30	27	29	25	71
Marion..	26	26	29	24	25	32	23	35	35	48	29	35
Monroe..	30	31	47	28	26	25	27	61	63	108	53	58
Nassau..	26	26	30	24	27	33	24	32	24	24	24	46
Orange..	30	31	38	30	26	33	25	51	50	75	46	53
Osceola..	27	28	34	24	23	20	28	40	43	66	26	20
Pasco..	29	29	37	24	26	30	19	46	46	74	28	57
Polk..	29	29	30	28	33	38	31	45	44	48	40	76
Putnam..	29	29	33	27	30	32	28	51	44	42	45	65
St. Johns..	28	29	37	27	27	33	24	58	59	98	52	57
Santa Rosa..	25	24	26	22	29	31	28	32	26	27	26	68
Sumter..	28	28	32	26	26	28	20	50	55	65	49	30
Suwannee..	26	26	28	22	27	30	21	31	29	35	22	38
Taylor..	24	24	26	21	27	27	..	30	28	32	19	60
Volusia..	26	27	30	26	26	28	24	33	29	34	27	44
Wakulla..	30	33	36	24	23	24	22	30	36	43	16	15
Walton..	23	22	23	21	30	30	..	27	21	24	17	89
Washington..	29	30	33	25	25	33	19	26	27	30	22	22

TABLE X.—Showing Average Monthly Salaries Paid Teachers.

1896-97. COUNTIES	All Teachers.	Paid White Teachers.			Paid Negro Teachers.		
		Both Sexes.	Males.	Females.	Both Sexes.	Males.	Females.
In State.....	\$34.52	\$36.46	\$39.96	\$34.36	\$28.60	\$30.13	\$27.13
Alachua.....	31.21	34.73	41.44	30.97	24.12	27.08	21.43
Baker.....	29.38	27.97	29.96	24.71	40.43	40.43	.....
Bradford.....	32.98	34.73	37.55	31.40	22.86	22.86	.....
Brevard.....	33.75	34.48	38.80	33.32	30.05	34.53	26.67
Calhoun.....	23.32	24.67	23.16	26.53	18.00	18.00	.....
Citrus.....	36.91	36.95	40.00	35.88	36.67	36.67	.....
Clay.....	30.69	31.05	32.92	29.57	28.89	29.17	28.33
Columbia.....	34.14	37.09	37.51	36.60	28.07	29.38	27.23
Dade.....	41.22	41.41	43.50	40.64	40.00	40.00	40.00
DeSoto.....	35.77	35.95	38.90	29.96	30.00	30.00	.....
Duval.....	41.02	45.55	72.69	40.43	33.80	38.88	31.82
Escambia.....	37.61	38.87	50.52	36.52	33.89	35.22	33.00
Franklin.....	38.46	41.50	51.25	35.00	28.33	35.00	25.00
Gadsden.....	26.43	30.45	33.28	28.69	20.25	19.32	21.67
Hamilton.....	28.16	29.14	32.39	26.22	25.11	24.80	27.24
Hernando.....	37.24	38.35	56.45	34.29	30.00	30.00	.....
Hillsborough.....	47.28	49.39	52.31	47.92	34.65	35.06	34.38
Holmes.....	30.99	31.08	32.68	26.79	27.50	27.50	.....
Jackson.....	31.08	35.35	45.85	27.79	22.29	22.74	18.53
Jefferson.....	31.74	40.08	52.69	33.31	19.61	20.35	18.59
Lafayette.....	29.42	29.40	30.68	27.46	30.00	30.00	.....
Lake.....	32.94	34.47	40.76	31.71	25.69	29.36	21.19
Lee.....	39.93	40.24	44.49	36.57	35.00	35.00	.....
Leon.....	30.12	35.61	43.06	32.87	25.54	27.15	24.25
Levy.....	31.82	33.58	34.77	32.48	26.34	28.41	22.25
Liberty.....	22.82	21.69	22.70	21.00	26.25	28.33	20.00
Madison.....	34.38	37.12	38.46	35.49	27.29	26.90	28.06
Manatee.....	37.16	37.73	41.06	33.04	25.50	25.50	.....
Marion.....	34.34	37.53	40.30	36.36	28.69	32.13	27.83
Monroe.....	43.11	44.35	65.86	40.13	40.20	56.33	32.13
Nassau.....	31.83	33.61	42.53	30.47	28.78	42.50	22.17
Orange.....	35.51	38.50	57.38	35.36	27.78	35.83	25.32
Osceola.....	34.33	35.41	35.39	35.42	28.00	31.67	22.50
Pasco.....	37.03	37.26	37.47	37.14	33.57	33.33	34.00
Polk.....	40.82	41.24	45.72	37.85	35.63	50.00	30.83
Putnam.....	35.01	35.69	40.53	33.48	33.67	35.90	30.87
St. Johns.....	30.47	30.72	71.32	25.14	29.51	35.45	25.05
Santa Rosa.....	26.45	26.02	27.51	24.71	21.67	26.85	20.39
Sumter.....	35.00	35.78	37.04	35.04	32.39	33.01	30.00
Suwannee.....	38.30	41.64	44.80	38.05	30.93	32.33	27.65
Taylor.....	22.73	22.65	23.39	21.25	25.00	25.00	.....
Volusia.....	37.70	38.63	46.64	36.01	34.99	36.82	32.48
Wakulla.....	19.76	20.71	21.24	19.00	17.75	17.50	18.00
Walton.....	26.81	27.03	27.83	25.84	25.04	25.04	.....
Washington.....	27.10	27.65	28.66	26.09	23.51	24.00	22.94

TABLE XI.—Showing, (1) Aggregate Salaries Paid Teachers; (2) Highest Monthly Salary.

1896-97. COUNTIES	Both Races.	White.	Negro.	Males.		Females.		Highest Monthly Salary.			
				White.	Negro.	White.	Negro.	White.		Negro.	
								Male.	Female.	Male.	Female.
In State	\$516,413.98	\$410,821.40	\$105,592.58	\$169,231.00	\$54,867.58	\$241,590.40	\$51,225.00	175	100	80	50
Alachua	22,886.75	17,010.85	5,875.90	7,294.00	3,140.80	9,716.85	2,735.10	80	45	40	50
Baker	2,982.50	2,517.50	465.00	1,677.50	465.00	840.00	.....	50	35	50	...
Bradford	7,837.25	7,037.25	800.00	4,124.75	800.00	2,912.50	.....	100	45	30	...
Brevard	10,220.85	8,718.35	1,502.50	2,072.00	742.50	6,646.35	760.00	7	50	40	35
Calhoun	3,110.80	2,623.90	486.90	1,359.65	486.90	1,264.25	.....	30	30	18	...
Citrus	7,345.00	6,245.00	1,100.00	1,760.00	1,100.00	4,485.00	.....	50	65	40	...
Clay	8,425.00	7,125.00	1,300.00	3,325.00	875.00	3,800.00	425.00	75	50	40	30
Columbia	10,716.75	7,835.50	2,881.25	4,266.75	1,175.00	3,568.75	1,706.25	90	45	50	35
Dade	7,104.00	6,162.00	942.00	1,740.00	440.00	4,422.00	502.00	50	50	40	40
DeSoto	12,374.25	12,074.25	300.00	8,752.00	300.00	3,322.25	.....	75	40	35	...
Duval	44,865.50	30,614.50	14,251.00	7,759.50	4,598.00	22,855.00	9,653.00	175	75	75	50
Escambia	20,661.15	15,937.90	4,723.25	3,475.90	1,981.25	12,462.00	2,742.00	150	50	50	45
Franklin	2,000.00	1,660.00	340.00	820.00	140.00	840.00	200.00	75	35	35	25
Gadsden	8,194.00	5,724.00	2,470.00	2,396.00	1,430.00	3,328.00	1,040.00	60	35	25	20
Hamilton	6,625.00	5,193.75	1,431.25	2,728.75	1,233.75	2,465.00	197.50	50	50	30	30
Hernando	4,453.50	3,973.50	480.00	1,072.50	480.00	2,901.00	.....	75	40	35	...
Hillsborough	36,983.19	33,102.19	3,881.00	11,719.19	1,568.75	21,383.00	2,312.25	171	100	55	35
Holmes	4,927.50	4,817.50	110.00	3,692.50	110.00	1,125.00	.....	100	30	28	...
Jackson	15,010.00	11,488.00	3,522.00	6,296.00	3,207.00	5,252.00	315.00	125	50	40	20
Jefferson	9,965.00	7,455.00	2,510.00	3,425.00	1,506.00	4,030.00	1,004.00	100	55	30	25

Lafayette.. . . .	4,171.25	4,051.25	120.00	2,547.75	120.00	1,503.50	.....	42	35	30	...
Lake.. . . .	14,581.75	12,598.75	1,983.00	4,552.50	1,246.50	8,046.25	736.50	80	65	35	24
Lee.. . . .	4,035.00	3,825.00	210.00	1,960.00	210.00	1,865.00	.....	70	42	35	...
Leon.. . . .	13,312.00	7,157.00	6,155.00	2,325.00	2,905.00	4,832.00	3,250.00	100	50	50	30
Levy.. . . .	8,666.62	6,921.62	1,745.00	3,429.82	1,250.00	3,491.80	495.00	60	45	40	25
Liberty	1,483.00	1,063.00	420.00	454.00	340.00	609.00	80.00	38	25	30	20
Madison.. . . .	13,214.50	10,290.75	2,923.75	5,856.75	1,913.75	4,434.00	1,010.00	100	40	40	35
Manatee.. . . .	7,905.50	7,650.50	255.00	4,875.50	255.00	2,775.00	.....	125	60	31	...
Marion	26,857.47	18,748.75	8,108.72	5,968.00	1,825.22	12,780.75	6,283.50	100	60	50	35
Monroe	10,323.85	7,429.45	2,894.40	1,811.05	1,352.00	5,618.40	1,542.40	138	91	80	45
Nassau	10,625.50	7,085.50	3,540.00	2,333.00	1,700.00	4,752.50	1,840.00	100	50	75	30
Orange.. . . .	22,826.88	17,845.88	4,981.00	3,792.88	1,505.00	14,063.00	3,476.00	100	50	50	30
Osceola.. . . .	7,054.25	6,214.25	840.00	2,815.50	570.00	3,398.75	270.00	90	45	45	25
Pasco.. . . .	8,345.50	7,875.50	470.00	2,960.00	300.00	4,915.50	170.00	75	50	35	35
Polk.. . . .	21,817.50	20,392.50	1,425.00	9,737.50	500.00	10,655.00	925.00	125	55	50	35
Putnam	17,462.00	11,772.00	5,690.00	4,195.00	3,375.00	7,577.00	2,315.00	100	60	60	35
St. Johns	11,895.26	9,467.76	2,427.50	2,658.51	1,250.00	6,811.25	1,177.50	122	45	60	30
Santa Rosa.. . . .	8,272.66	7,345.00	927.66	3,635.50	241.66	3,709.50	686.00	60	45	33	25
Sumter.. . . .	7,313.00	5,753.50	1,559.50	2,209.50	1,259.50	3,544.00	300.00	45	45	35	30
Suwannee	13,930.00	10,420.00	3,510.00	5,959.00	2,570.00	4,461.00	940.00	101	68	45	32
Taylor.. . . .	2,608.50	2,508.50	100.00	1,692.50	100.00	816.00	.....	40	25	25	...
Volusia.. . . .	13,953.00	10,635.75	3,317.25	3,162.00	2,021.25	7,473.75	1,296.00	75	50	45	40
Wakulla.. . . .	3,070.25	2,182.75	887.50	1,707.75	437.50	475.00	450.00	28	20	20	18
Walton	8,453.25	7,593.00	860.25	4,693.00	880.25	2,900.00	.....	65	38	34	...
Washington.. . . .	7,547.50	6,677.50	870.00	4,204.00	480.00	2,473.50	390.00	50	50	30	30

TABLE XII.—Showing Taxation of 1896 for Schools for the Year 1896-97.

TABLE XII.—SHOWING TAXATION OF 1896 FOR SEVERAL COUNTIES.										
1896-97. COUNTIES	Assessed Value of Real and Personal Property.	STATE ONE MILL TAX.			COUNTY TAX			Per cent. of Taxes Collected.	POLLS.	
		Levied.	Collected.	Mills Levied.	Levied.	Collected.	One Mill County Tax.		Assessed.	Collected.
In State	\$95,389,966.38	\$95,533.85	\$89,595.25		\$444,827.44	\$326,745.96	94 73	67,341	33,478	
Alachua.. . . .	3,916,091.53	3,916.09	3,691.96	5	19,580.46	18,215.35	94 93	4,440	1,876	
Baker.. . . .	730,718.00	730.81	726.91	4	2,923.00	1,934.24	99 66	400	307	
Bradford.. . . .	1,729,972.00	1,730.60	1,578.90	4	6,871.25	*8,074.14	91*118	1,251	1,251	
Brevard.. . . .	2,396,220.00	2,399.12	2,280.09	5	12,033.00	9,870.32	95 82	1,016	877	
Calhoun.. . . .	538,070.00	538.89	502.00	5	2,690.25	2,277.04	93 85	601	406	
Citrus.. . . .	1,520,720.00	1,520.72	1,503.61	5	7,603.60	6,068.24	99 80	600	309	
Clay.. . . .	1,336,004.00	1,367.04	1,096.46	5	7,130.07	4,490.87	80 63	766	619	
Columbia.. . . .	1,802,670.00	1,805.75	1,758.25	5	9,110.52	7,883.02	91 86	2,509	1,019	
Dade.. . . .	1,629,062.00	1,631.00	1,601.44	5	8,145.31	6,630.48	98 81	453	431	
DeSoto.. . . .	2,225,100.00	2,233.91	2,040.13	5	11,100.50	7,933.42	91 71	1,671	581	
Duval.. . . .	8,735,488.00	8,753.30	7,966.63	5	43,677.44	31,245.63	91 72	7,987	924	
Escambia.. . . .	4,475,290 0	4,479.63	4,389.59	5	22,376.39	16,095.62	98 72	3,826	796	
Franklin.. . . .	854,760.00	855.05	701.95	5	4,273.80	1,084.89	82 25	927	211	
Gadsden.. . . .	1,038,203.00	1,038.18	1,073.19	4 1/2	4,896.91	4,612.48	99 94	1,303	847	
Hamilton.. . . .	1,249,681.00	1,249.70	921.01	3 3/4	4,061.46	2,025.33	74 50	1,271	453	

Hernando..	1,022,208.00	1,025.24	1,000.85	5	5,116.04	3,990.15	98	78	560	194
Hillsborough..	8,157,791.00	8,167.09	7,773.02	1 1/2	35,110.00	25,617.89	95	70	4,164	1,487
Holmes..	573,173.00	573.17	539.70	5	2,690.95	2,556.19	94	96	1,082	604
Jackson..	1,829,119.00	1,829.12	1,753.29	4	7,316.00	6,590.00	96	90	2,327	1,647
Jefferson..	1,525,794.00	1,528.34	1,470.10	5	7,632.77	7,341.25	96	96	3,010	772
Lafayette..	733,345.00	733.35	712.02	5	3,666.73	3,242.71	97	88	755	470
Lake..	2,585,470.00	2,592.97	2,488.55	5	12,941.75	8,052.74	96	62	1,667	737
Lee..	1,313,318.00	1,315.85	1,312.43	3 3/4	4,835.69	4,577.79	100	93	389	201
Leon..	2,166,165.00	2,168.36	2,159.36	5	10,830.82	7,480.34	100	69	1,357	1,257
Levy..	1,381,590.00	1,382.88	1,375.65	5	6,907.95	3,100.18	99	60	682	430
Liberty..	322,220.00	322.25	320.58	4	1,289.08	1,071.76	99	83	227	141
Madison..	1,588,116.00	1,590.02	1,573.55	4	6,344.69	5,316.20	99	84	1,943	1,350
Manatee..	1,222,225.00	1,223.29	1,188.04	5	6,115.96	3,048.01	97	45	447	378
Marion..	5,126,347.65	5,138.40	3,422.12	4 1/2	23,068.56	4,451.38	67	19	3,288	832
Monroe..	2,507,685.00	2,508.94	2,461.13	4	10,032.73	8,286.80	98	83	1,036	1,036
Nassau..	2,105,349.00	2,107.65	2,070.63	4 1/4	8,970.11	5,830.14	98	65	872	472
Orange..	3,749,936.00	3,764.97	3,709.55	3 1/2	13,124.99	10,208.96	99	78	1,781	1,391
Osceola..	1,506,201.15	1,506.39	1,484.49	5	7,531.92	6,097.65	99	81	593	354
Pasco..	1,489,353.63	1,491.44	1,481.32	5	7,446.76	4,488.75	99	60	810	480
Polk..	3,602,220.00	3,609.41	3,573.62	5	18,011.10	15,371.70	99	85	1,463	1,183
Putnam..	2,978,606.00	2,990.26	2,599.95	4	11,914.00	7,420.53	87	62	1,597	1,332
St. Johns..	2,546,233.49	2,549.25	2,522.06	5	12,731.16	12,138.17	99	95	96	757
Santa Rosa..	1,361,165.00	1,362.70	1,227.21	5	6,805.82	**2,699.50	90	40	890	†
Sumter..	1,537,478.00	1,542.78	1,505.29	5	7,687.39	5,073.05	98	06	915	275
Suwannee..	1,725,297.18	1,725.30	1,694.23	4	6,901.19	5,640.91	98	84	1,534	1,067
Taylor..	435,380.00	435.91	424.05	5	2,176.90	1,603.45	97	74	578	397
Volusia..	2,926,542.00	2,926.49	2,896.78	5	14,602.71	13,534.07	99	93	626	1,704
Wakulla..	400,853.00	461.36	458.39	5	2,204.82	2,125.32	99	92	671	510
Walton..	1,389,744.76	1,390.32	1,345.78	4 1/2	6,233.88	5,755.21	97	92	927	418
Washington..	1,266,436.99	1,270.56	1,216.38	5	6,341.10	5,613.70	96	89	1,170	470

*Back taxes included. **Poll taxes included. †Reported with County Tax.

TABLE XIII.—Showing Total Receipts and Sources from Which School Funds Were Derived.

1896-97. COUNTIES.	Total.	Balance Cash on on Hand.	Interest on Permanent Fund.	State one Mill Tax.		County Levy.	Back Taxes of 1895-94-93.	Poll Taxes of 1896.	Of 1895 and previous Years.	Examination Fees.	Non-Resident Pupils.	Sub-District Tax.	From all Other Sources.
				Apportioned November, 1894.	Apportioned May, 1897.								
In State.....	\$691,970.49	\$ 87,395.26	\$ 39,729.00	\$ 26,486.00	\$ 48,564.80	\$326,745.96	\$72,174.75	\$33,478	\$28,054	\$ 2,250.85	\$ 431.88	\$13,351.77	\$12,308.12
Alachua.....	31,561.25	2,754.35	2,204.40	1,469.60	2,939.20	18,215.35	536.35	1,876	1,440	.....	126.00	.....	.....
Baker.....	4,183.75	.....	472.80	315.20	630.40	1,934.24	113.11	307	388	23.00	.....	.....	.....
Bradford.....	14,770.86	.....	1,230.00	820.00	1,640.00	8,074.14	.....	1,251	1,153	75.00	.....	470.75	56.97
Brevard.....	13,438.60	103.38	409.80	273.20	546.40	9,870.32	1,263.50	877	60	24.00	.....	.....	11.00
Calhoun.....	6,994.98	3,022.33	241.80	161.20	322.40	2,277.04	393.40	406	67	10.00	.....	88.75	5.00
Citrus.....	12,157.53	2,728.88	295.20	196.80	393.60	6,068.24	404.34	309	42	30.00	7.00	1,615.06	67.41
Clay.....	12,744.16	4.03	493.20	328.80	657.60	4,490.87	5,418.66	619	348	43.00	26.00	.....	315.00
Columbia.....	13,577.82	391.30	1,372.80	915.20	1,830.40	7,863.02	102.10	1,019	.....	70.00	.....	.....	14.00
Dade.....	13,095.13	2,678.96	180.60	120.40	240.80	6,630.48	352.49	431	1,134	17.00	.....	.....	1,509.40
DeSoto.....	22,161.96	7,619.46	880.20	586.80	1,173.60	7,933.42	1,140.69	581	997	45.00	80.00	1,124.79	.....
Duval.....	60,389.01	10,699.31	2,188.20	1,458.80	2,917.60	31,245.63	2,167.47	924	8,553	235.00	.....	.....	.....
Escambia.....	29,749.32	631.63	1,690.80	1,127.20	2,254.40	16,095.62	5,220.50	796	1,641	90.00	.....	.....	202.17
Franklin.....	5,320.96	77.88	209.40	139.60	279.20	1,084.89	2,391.55	211	470	6.00	.....	.....	451.43
Gadsden.....	9,293.87	97.21	1,216.80	811.20	1,622.40	4,612.88	.....	847	29	45.00	.....	.....	12.78
Hamilton.....	6,732.38	72.46	620.40	413.60	827.20	2,025.33	589.82	453	248	35.00	.....	261.44	1,186.12
Hernando.....	8,500.81	1,061.00	293.40	195.60	391.20	3,990.15	614.68	194	138	17.00	.....	1,401.56	204.22
Hillsborough.....	43,896.81	2,637.27	1,635.60	1,090.40	2,180.80	25,617.89	8,522.10	1,487	538	84.00	98.75	.....	5.00
Holmes.....	4,909.48	.....	571.20	380.80	761.60	2,556.19	11.69	604	.....	24.00	.....	.....	.....
Jackson.....	14,003.18	250.38	1,806.60	1,204.40	2,408.80	6,590.00	.....	1,647	.....	96.00	.....	.....	.....
Jefferson.....	13,205.66	100.32	1,460.40	973.60	1,947.20	7,341.25	333.35	772	177	80.00	.....	.....	20.54

Lafayette..	5,941.48	210.08	331.80	221.20	442.40	3,242.71	996.29	470	27.00	.....	.....	.....
Lake..	22,935.34	7,384.05	804.00	536.00	1,072.00	8,052.74	3,715.89	737	386	88.00	159.66	.....
Lee..	7,721.66	2,149.25	160.80	107.20	214.40	4,577.79	.....	301	.....	21.00	.....	190.22
Leon..	21,863.27	994.79	1,659.00	1,106.00	2,212.00	7,480.34	5,809.14	1,257	1,287	58.00	.....	.....
Levy..	10,800.48	2,506.47	661.80	441.20	882.40	3,100.18	1,989.11	430	251	37.00	426.00	76.32
Liberty..	1,939.80	11.29	178.80	119.20	238.40	1,071.76	.....	141	69	12.00	.....	98.25
Madison..	13,562.48	3,256.48	1,194.00	796.40	1,592.80	5,316.20	.....	1,350	.....	56.00	.....	.....
Manatee..	8,899.74	41.11	463.80	309.20	618.40	3,048.01	2,114.44	378	.....	26.00	1,885.78	15.00
Marion..	27,348.15	5,042.03	2,073.00	1,382.00	.....	4,451.38	9,363.30	833	1,367	157.85	9.00	2,558.29
Monroe..	12,494.20	.....	883.80	589.20	1,178.40	8,286.80	.....	1,036	493	27.00	.....	.....
Nassau..	13,783.05	281.26	877.20	554.80	1,169.60	5,830.14	3,034.39	472	1,404	40.00	.....	89.66
Orange..	23,733.27	2,632.09	1,054.20	722.50	1,445.00	10,208.96	2,611.87	1,394	1,187	88.00	287.00	2,011.25
Osceola..	11,087.91	2,338.51	377.40	2,161.00	501.00	6,097.65	127.02	354	421	21.00	.....	598.53
Pasco..	8,484.89	229.79	464.40	309.60	619.20	4,488.75	1,354.51	480	141	48.00	.....	349.64
Polk..	29,665.06	6,319.91	1,232.40	821.60	.....	15,371.70	2,058.37	1,183	711	66.00	1,624.31	276.76
Putnam..	20,866.71	4,839.58	1,012.80	655.20	1,304.40	7,420.53	.....	1,332	1,277	70.00	7.00	311.39
St. Johns..	16,801.40	1,173.02	662.40	441.60	843.20	12,138.17	.....	757	532	30.00	.....	184.01
Santa Rosa..	9,774.34	124.13	1,089.00	726.00	1,452.00	2,699.50	3,637.71	.....	.....	46.00	.....	.....
Sumter..	10,550.90	1,408.43	580.80	387.20	774.40	5,073.05	.....	375	254	38.00	14.48	47.51
Suwannee..	15,063.49	422.37	1,366.80	911.20	1,822.40	5,640.91	1,779.01	1,057	449	49.00	1,089.98	475.82
Taylor..	4,472.90	982.86	280.20	186.80	373.60	1,603.45	669.99	367	.....	9.00	.....	.....
Volusia..	28,512.45	8,632.64	703.20	468.80	937.60	13,534.07	1,837.60	1,766	.....	70.00	.....	563.74
Wakulla..	5,592.08	734.21	339.40	159.60	119.20	2,125.32	903.35	510	151	.....	.....	.....
Walton..	10,035.95	754.76	822.00	548.00	1,096.00	5,755.29	257.08	418	261	57.00	3.75	33.16
Washington..	9,381.99	.....	901.80	601.20	1,202.40	5,613.70	339.82	470	.....	60.00	60.00	133.07

*\$2,764 apportioned, reported as withheld by the State Treasurer on account of money borrowed from the State.

†\$1,643.30 apportioned, but reported as not turned over by the County Treasurer until after close of the school year June 30th.

††Included in County levy.

TABLE XIV.—Showing Total Expenditures for Schools.

1896-97. COUNTIES.	Grand Total.	On Debt of Previous Years.	Interest on Debts.	Salaries of Teachers.	Salaries of County Superintendents.	Traveling Expenses of County Superintendents	Commissions of Treasurers.	Mileage and Per Diem of School Boards.	Incidental Expenses of Superintendents and Boards.	Teachers' Examinations.	Teachers' Institutes or Summer Schools.	For all Other Purposes.
In State.. . . .	\$713,443.86	\$50,060.28	6,256.37	\$516,413.98	\$20,756.19	\$1,387.69	\$9,529.95	\$7,188.15	\$5,080.16	\$2,795.19	\$2,267.37	\$1,706.53
Alachua.. . . .	36,019.41	7,314.24	1,002.34	22,856.75	1,200.00	.....	1,022.74	186.50	286.49	137.10	.....	1,983.25
Baker.. . . .	4,364.30	160.00	5.00	2,982.50	360.00	.....	94.00	118.40	34.00	65.40	.....	545.00
Bradford.. . . .	14,923.22	2,889.36	450.10	7,837.25	600.00	5.75	350.00	150.00	12.00	85.50	.....	2,543.32
Brevard.. . . .	16,585.00	1,002.40	.....	10,220.85	900.00	20.00	.....	234.60	80.65	36.75	150.00	3,939.75
Calhoun.. . . .	4,464.00	75.00	.....	3,110.80	300.00	30.00	96.17	193.60	261.20	30.70	.....	366.53
Citrus.. . . .	10,669.09	1,208.14	80.73	7,345.00	600.00	10.00	231.16	151.00	42.17	62.90	.....	937.99
Clay.. . . .	13,408.15	985.80	.....	8,425.00	545.00	74.00	283.70	159.80	26.25	86.00	225.00	2,597.60
Columbia.. . . .	14,178.75	.....	144.03	10,716.75	600.00	.....	280.38	130.00	56.20	65.00	.....	2,186.39
Dade.. . . .	10,213.62	347.45	.....	7,104.00	449.94	.....	.....	234.60	165.02	46.00	.....	1,866.61
DeSoto.. . . .	15,225.88	60.00	.....	12,374.25	650.00	.....	.....	226.00	245.00	44.68	.....	1,625.95
Duval.. . . .	64,482.06	129.75	386.62	44,865.50	1,645.00	28.70	.....	278.65	315.66	97.50	.....	16,734.68
Escambia.. . . .	38,272.26	6,470.22	1,018.70	20,661.15	1,000.00	190.00	.....	185.00	277.56	71.50	151.20	8,246.93
Franklin.. . . .	3,553.05	900.00	89.52	2,000.00	150.00	1.90	99.78	109.60	33.75	32.50	.....	136.00
Gadsden.. . . .	9,901.49	705.83	.....	8,194.00	600.00	.....	192.01	108.80	.....	62.40	.....	38.45
Hamilton.. . . .	9,037.81	1,519.22	.....	6,625.00	480.00	16.50	130.59	134.60	76.15	35.75	.....	20.00
Hernando.. . . .	7,482.32	1,597.83	260.11	4,453.50	443.45	27.00	176.64	105.70	31.19	27.60	.....	359.30
Hillsborough.. . . .	46,253.01	1,646.95	352.17	36,983.19	1,800.00	300.00	849.01	204.05	180.58	84.00	375.00	3,478.06
Holmes.. . . .	5,514.76	.....	.....	4,927.50	252.00	.....	106.57	96.20	4.00	24.00	.....	104.49
Jackson.. . . .	17,636.44	.....	.....	15,010.00	1,000.00	.....	312.00	358.80	90.00	120.75	.....	744.89
Jefferson.. . . .	13,205.66	1,027.07	413.52	9,965.00	500.00	6.50	267.17	176.10	38.52	48.81	.....	762.97

Lafayette	5,164.15	.....	50.00	4,171.25	395.00	.....	122.94	152.45	140.41	41.10	.....	91.00
Lake	17,905.56	643.59	.....	14,581.75	1,080.00	200.00	328.51	102.70	88.72	69.25	160.00	651.04
Lee	7,437.27	.....	.....	4,035.00	325.00	82.50	166.40	156.00	.....	27.00	.....	2,645.37
Leon	19,518.92	.....	.....	13,312.00	1,200.00	100.00	389.58	118.70	37.15	108.50	200.00	4 0 2.99
Levy	11,044.55	.....	28.75	8,666.62	600.00	3.35	211.96	184.20	84.17	37.00	.....	1,218.50
Liberty	2,104.03	234.18	.....	1,483.00	150.00	.....	39.74	123.85	11.98	28.00	.....	33.28
Madison	16,261.50	137.35	.....	13,214.50	622.00	.....	361.54	100.50	186.05	123.50	150.00	1,363.06
Manatee	10,777.53	985.49	104.15	7,905.50	720.00	.....	161.95	96.55	36.36	27.00	66.55	6 3.98
Marion	36,550.48	6,021.57	.....	26,857.47	867.50	8.00	413.30	233.00	307.70	167.85	.....	1,674.09
Monroe	13,565.08	502.17	24.00	10,323.85	490.00	44.75	.....	84.00	16.10	27.00	.....	2,053.21
Nassau	21,789.64	6,899.18	796.35	10,625.50	672.97	.....	272.76	214.40	192.39	100.30	50.00	1,955.19
Orange	25,655.56	.....	206.05	22,826.88	1,218.85	.....	622.36	170.35	242.51	59.05	.....	319.50
Osceola	10,033.80	514.83	.....	7,034.25	510.00	12.70	169.75	137.70	.....	15.00	.....	1,589.57
Pasco	12,675.08	2,407.13	301.19	8,345.50	650.00	14.00	190.63	102.75	17.33	66.15	.....	580.40
Polk	26,687.75	453.00	226.70	21,817.50	1,000.00	14.35	.....	159.70	220.75	65.20	225.00	2,105.15
Putnam	19,510.40	160.00	.....	17,462.00	975.00	.....	.....	153.40	402.12	43.50	.....	314.38
St. Johns	18,598.65	1,968.51	277.30	11,895.26	720.00	.....	303.48	136.80	50.99	79.00	384.62	2,773.69
Santa Rosa	10,557.72	.....	.....	8,272.66	1,000.00	46.15	198.90	128.80	86.14	63.80	.....	751.27
Sumter	11,311.96	569.44	.....	7,313.00	605.55	11.70	.....	128.60	127.23	60.00	.....	2,496.39
Suwannee	16,035.96	.....	.....	13,930.00	600.00	.....	378.63	140.15	168.02	71.00	50.00	698.16
Taylor	3,946.48	.....	.....	2,608.50	276.00	63.89	78.42	120.25	44.70	29.40	.....	725.32
Volusia	18,127.51	216.65	39.04	13,953.00	800.00	52.45	372.44	301.80	242.32	76.05	.....	2,073.75
Wakulla	3,887.60	.....	.....	3,070.25	214.92	10.00	84.91	129.95	32.42	11.40	80.00	253.75
Walton	9,332.52	.....	.....	8,453.25	480.00	.....	.....	131.20	18.56	60.00	.....	189.51
Washington	9,563.88	307.98	.....	7,547.50	480.00	13.50	189.83	138.35	60.00	74.30	.....	752.42

TABLE XV-Distributing expenditures "For All Other Purposes" in Table XIV.

[illegible]

Lafayette..		91.00		91.00													
Lake.....		651.01		315.65		91.87		15.00					46.66	4.39			177.47
Lee.....		2,645.37	1.00	1,850.00			316.37		37.00	25.00	3.00	5.00	408.00				
Leon....		4,072.99		2,627.90	133.26	394.49	209.00	58.75	52.95	60.00	47.00	49.31				450.33	
Levy.....		1,228.50		503.67	54.01	25.25				33.00			35.50				677.00
Liberty...		33.28				1.75	4.35										27.18
Madison ..		1,366.06	555.00	237.25	243.70	77.90					3.40	64.25					184.56
Manatee..		673.98		262.50	29.80	67.83					4.00	242.93					66.86
Marion...		1,674.09		298.10	146.45	98.37	750.00			12.00		55.18		17.88			296.11
Monroe...		2,053.21			241.36			80.00	646.00	712.50		373.35					
Nassau...		1,965.19	6.25	922.46	155.40	97.30	210.00	78.00	74.00	60.00	58.90	145.43					157.45
Orange...		319.50		200.00		31.71		59.87				7.92					
Osceola...		1,589.37			37.30			15.00	27.00	54.00	3.65	451.88	815.41				185.83
Pasco....		580.40			138.12							51.91	197.25	78.75			114.37
Polk.....		2,506.55		660.33	230.91	763.21	435.52					73.55	91.00	125.00			126.03
Putnam...		314.38		158.84	25.34										121.70		8.50
St. Johns.		2,773.69		113.89	789.47	2.6.92	58.50	352.00	10.00	283.00	130.60	519.01		12.00			208.30
Santa Rosa		761.27		369.17	103.80		91.20	42.00	25.00				35.10	8.60			86.40
Sumter...		2,496.39		1,239.91	267.09	593.35											396.04
Suwannee.		698.16		210.00	2.0.00							98.70					139.46
Taylor...		725.32	10.00	300.00	40.00							300.00	51.32	15.00			9.00
Volusia...		2,073.75		1,206.52	415.02	153.71						78.63					219.87
Wakulla...		253.75		153.67	55.00	5.00						40.08					
Walton...		189.51				4.50						88.75					96.25
Washington.		752.42		289.56	48.14	174.18	27.60		24.00			40.30					145.80

TABLE XVI.—Showing Values of School Property Owned by Boards.

1896-97 COUNTIES	Grand Total.	LOTS.			BUILDINGS.			FURNITURE.			APPARATUS.		
		Total	White.	Negro.	Total.	White.	Negro.	Total	White.	Negro.	Total.	White.	Negro.
In State... ..	\$672,916	\$100,424	\$ 75,424	\$ 25,000	\$450,671	\$376,606	\$ 74,165	\$ 90,254	\$ 76,559	\$ 13,695	\$ 31,567	\$ 25,582	\$ 4,985
Alachua... ..	53,050	3,440	2,695	745	38,980	28,790	10,190	8,450	5,995	2,455	2,150	1,415	735
Baker... ..	2,540	170	165	5	1,510	1,495	15	390	385	5	470	460	10
Bradford... ..	11,343	970	870	100	8,590	8,110	480	1,000	925	75	783	713	70
Brevard... ..	21,267	2,990	2,790	200	12,700	12,050	650	2,882	2,757	125	2,695	2,415	280
Calhoun... ..	1,772	78	78	.....	1,238	1,238	.....	116	109	7	340	320	20
Citrus... ..	8,605	365	355	10	5,705	5,475	230	1,753	1,563	190	782	667	115
Clay... ..	11,764	900	825	75	9,295	7,250	2,045	1,569	1,403	166	.....	.....	.....
Columbia... ..	6,725	670	580	90	3,625	2,775	850	1,540	1,185	355	890	635	255
Dade... ..	13,681	3,750	3,750	.....	7,000	7,000	.....	2,335	2,295	100	535	470	65
DeSoto... ..	11,689	1,170	1,170	.....	8,300	8,300	.....	2,029	2,014	15	170	170	.....

Duval..	86,434	16,935	8,970	7,965	58,648	38,458	20,190	7,506	5,356	2,150	3,345	2,505	840
Escambia..	61,879	13,465	10,165	3,300	35,980	23,080	3,900	8,880	7,805	1,075	2,554	1,955	599
Franklin..	4,759	650	650	.....	3,875	3,575	300	224	224	.....	10	10	.....
Gadsden..	6,730	.....	.....	.....	5,270	3,615	1,655	1,460	724	735	.....	.....	.....
Hamilton..	4,100	355	325	30	3,160	2,760	400	320	280	40	265	230	35
Hernando..	8,263	760	715	45	6,540	6,280	260	938	903	35	25	25	.....
Hillsborough..	17,185	3,810	2,810	1,000	9,175	7,675	1,500	2,945	2,745	200	1,255	1,180	75
Holmes..	1,320	60	60	.....	.....	.....	.....	350	350	.....	910	910	.....
Jackson..	12,487	1,720	1,355	365	8,400	5,985	2,415	1,682	1,379	303	685	640	45
Jefferson..	7,065	789	210	579	5,355	3,315	2,040	864	680	184	57	47	10
Lafayette..	997	25	25	.....	550	550	.....	80	80	.....	342	342	.....
Lake..	9,285	750	675	75	6,850	6,550	300	1,285	1,235	50	400	400	.....
Lee..	7,579	680	680	.....	6,025	6,025	.....	710	710	.....	164	160	4
Leon..	19,623	3,218	2,142	1,076	13,445	9,925	3,520	1,910	1,110	800	1,050	990	360
Levy..	7,339	419	299	120	5,530	4,355	1,175	1,195	995	200	195	170	25
Liberty..	1,976	100	100	.....	1,530	1,530	.....	206	196	10	140	110	30
Madison..	9,489	1,315	1,175	140	6,160	5,440	820	1,066	876	190	948	888	60
Manatee..	10,552	710	710	.....	8,675	8,675	.....	1,167	1,167	.....	.....	.....	.....
Marion..	41,391	6,065	4,015	2,050	28,125	27,525	600	7,201	7,006	195	.....	.....	.....
Monroe..	26,250	10,900	7,400	3,500	10,650	9,150	1,500	3,030	2,630	1,000	1,070	770	304
Nassau..	16,709	2,465	1,580	885	12,470	9,085	3,385	1,289	1,074	215	485	362	123
Orange..	27,855	3,695	3,435	260	19,690	16,010	3,680	3,977	3,555	420	495	405	90
Osceola..	3,575	300	300	.....	2,450	2,450	.....	510	510	.....	315	315	.....
Pasco..	10,240	965	965	.....	7,695	7,695	.....	1,580	1,580	.....	.....	.....	.....
Polk..	14,880	395	390	5	9,925	9,725	200	3,170	3,130	40	1,390	1,370	20
Putnam..	10,540	2,250	2,220	30	6,150	3,950	2,200	1,835	1,135	700	305	205	100
St. Johns..	29,553	5,200	3,355	1,845	19,015	14,115	4,900	3,655	2,985	670	1,683	1,480	203
Santa Rosa..	10,515	1,020	820	200	6,900	5,650	1,250	950	950	.....	1,645	1,420	225
Sumter..	7,675	.....	.....	.....	6,355	5,720	635	.....	.....	.....	1,320	1,140	180
Suwannee..	14,270	910	825	85	9,645	8,720	925	2,635	2,205	430	1,080	1,030	50
Taylor..	2,268	5	5	.....	1,770	1,730	40	493	493	.....	.....	.....	.....
Volusia..	23,295	5,285	5,080	205	16,990	16,065	925	3,020	2,640	380	.....	.....	.....
Wakulla..	3,277	45	45	.....	2,605	2,065	540	432	365	67	195	100	95
Walton..	553	66	66	.....	415	415	.....	72	72	.....	.....	.....	.....
Washington..	8,592	594	579	15	6,710	6,200	460	864	782	82	424	398	24

TABLE XVII.—Showing Character of School Buildings Owned by County Boards.

1896-97 COUNTIES	Grand Total.	Number and Kinds of Buildings.									Number of Rooms.		
		Brick.			Frame.			Log.					
		Total	White.	Negro.	Total	White.	Negro.	Total	White.	Negro.	Total	White.	Negro.
In State	1907	12	9	3	1663	1276	387	232	171	61	2430	1855	575
Alachua	118	1	1	...	111	68	43	6	4	2	141	96	45
Baker	32	...	...	...	16	16	...	16	15	1	35	34	1
Bradford	55	...	...	...	52	42	10	3	3	...	75	64	11
Brevard	34	...	...	...	34	32	2	...	...	...	39	37	2
Calhoun	30	...	...	...	15	15	...	15	8	7	31	24	7
Citrus	27	...	...	...	26	25	1	1	1	...	31	30	1
Clay	44	...	...	...	40	38	2	4	3	1	51	45	6
Columbia	68	...	...	...	68	46	22	...	...	...	76	52	24
Dade	14	...	...	...	14	14	...	...	...	...	16	16	...
DeSoto	57	...	...	...	41	41	...	16	16	...	68	68	...
Duval	69	4	2	2	61	44	17	4	4	...	152	102	50
Escambia	59	...	...	...	56	41	15	3	1	2	97	72	25
Franklin	5	...	...	...	5	4	1	...	...	...	11	9	2
Gadsden	70	...	...	...	63	36	27	7	1	6	...	42	33
Hamilton	62	1	1	...	42	36	6	19	8	11	82	65	17
Hernando	18	...	...	...	18	15	3	...	...	...	28	24	4
Hillsborough	33	...	...	...	32	31	1	1	1	...	49	41	8
Holmes	...	...	...	...	...	...	...	...	...	...	...	...	...
Jackson	88	...	...	...	67	41	26	21	14	7	101	62	39
Jefferson	46	...	...	...	41	22	19	4	2	2	52	28	24
Lafayette	2	...	...	...	1	1	...	1	1	...	2	2	...
Lake	24	...	...	...	24	22	2	...	...	...	28	26	2
Lee	13	...	...	...	13	12	1	...	...	...	16	15	1
Leon	71	1	1	...	65	31	34	5	1	4	83	40	43
Levy	44	...	...	...	41	28	13	3	3	...	50	36	14
Liberty	9	...	...	...	8	4	4	1	1	...	19	15	4
Madison	88	...	...	...	66	42	24	22	14	8	91	59	32
Manatee	23	...	...	...	23	23	...	...	...	...	30	30	...
Marion	106	...	...	...	104	74	30	2	...	2	141	99	42
Monroe	11	...	...	...	11	9	2	...	...	...	31	22	9
Nassau	45	1	1	...	43	35	8	1	1	...	57	44	13
Orange	64	1	1	...	55	39	16	8	8	...	97	71	26
Osceola	14	...	...	...	11	11	...	3	3	...	18	18	...
Pasco	33	...	...	...	30	30	...	3	3	...	33	33	...
Polk	84	1	1	...	75	69	6	8	8	...	99	92	7
Putnam	22	...	...	...	22	18	4	...	...	...	36	26	10
St. Johns	30	2	1	1	28	25	3	...	...	...	47	37	10
Santa Rosa	15	...	...	...	15	13	2	...	...	...	23	18	5
Sumter	42	...	...	...	42	34	8	...	...	...	57	46	11
Suwannee	67	...	...	...	58	47	11	9	5	4	73	57	16
Taylor	34	...	...	...	10	10	...	24	23	1	34	33	1
Volusia	47	...	...	...	45	36	9	2	2	...	62	50	12
Wakulla	32	...	...	...	27	18	9	5	4	1	32	22	10
Walton	5	...	...	...	4	4	...	1	1	...	5	5	...
Washington	54	...	...	...	46	34	6	14	12	2	56	48	8

TABLE XVIII.—Showing School Furnishings Owned by County Boards.

1896-97. COUNTIES.	*Whole No. of Desks.	Number Double Patent Desks.			Number Single Patent Desks.			Number Square Yards Good Blackboard Surface.		
		Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State.	18,127	13,707	11,096	2,611	4,420	3,713	707	37,245	29,967	7,258
Alachua.	1,664	1,441	1,034	407	223	114	109	861	861	....
Baker.	17	17	17	....	....	....	....	90	90	....
Bradford.	142	115	115	....	27	27	....	383	336	47
Brevard.	548	417	407	10	131	131	....	518	475	43
Calhoun. . . . .	....	....	....	....	....	....	....	63	56	6
Citrus.	446	446	393	53	....	....	....	301	277	24
Clay.	276	233	192	41	43	35	8	315	257	58
Columbia.	187	187	187	....	....	....	....	483	333	150
Dade.	481	78	78	....	403	403	....	179	179	9
DeSoto.	303	284	272	12	19	10	9	486	484	2
Duval.	2,895	2,308	1,456	852	587	553	34	2,316	1,555	761
Escambia.	1,790	1,650	1,378	272	140	140	....	1,299	1,067	232
Franklin.	64	54	54	....	10	10	....	154	94	60
Gadsden. . . . .	....	....	....	....	....	....	....	341	259	82
Hamilton. . . . .	....	....	....	....	....	....	....	232	232	....
Hernando.	183	136	136	....	47	47	....	498	278	220
Hillsborough.	213	161	161	....	52	52	....	659	614	45
Holmes.	60	60	60	....	....	....	....	....	....	....
Jackson.	224	218	158	60	6	6	....	538	387	151
Jefferson.	225	225	225	....	....	....	....	247	208	39
Lafayette.	24	24	24	....	....	....	....	360	360	....
Lake.	302	250	250	....	52	52	....	795	764	31
Lee.	282	38	38	....	244	244	....	177	174	3
Leon.	207	207	95	112	....	....	....	714	335	379
Levy.	80	80	80	....	....	....	....	3,842	2,604	1,238
Liberty.	75	....	....	....	75	75	....	34	31	3
Madison.	85	69	69	....	16	16	....	442	393	49
Manatee.	266	250	250	....	16	16	....	1,447	1,447	....
Marion.	1,757	1,679	1,303	376	78	77	1	1,181	923	258
Monroe.	667	667	473	194	....	....	....	3,400	2,490	910
Nassau.	120	120	120	....	....	....	....	302	176	126
Orange.	822	557	498	59	265	265	....	5,460	4,217	1,243
Osceola. . . . .	....	....	....	....	....	....	....	59	59	....
Pasco.	220	168	168	....	52	52	....	233	232	....
Polk.	497	477	477	....	20	20	....	792	745	47
Putnam.	602	30	30	....	572	278	294	828	616	212
St. Johns.	758	....	....	....	758	606	92	200	117	83
Santa Rosa.	15	....	....	....	15	....	15	158	158	....
Sumter.	599	543	422	121	56	56	....	5,443	4,837	606
Suwannee.	185	185	145	40	....	....	....	404	349	55
Taylor. . . . .	....	....	....	....	....	....	....	145	144	1
Volusia.	752	293	291	2	459	318	141	497	449	48
Wakulla.	50	....	....	....	50	50	....	161	100	61
Walton. . . . .	....	....	....	....	....	....	....	24	24	....
Washington.	44	40	40	....	4	....	4	190	180	10

*Home made desks and school property not owned by County School Boards are not reported.

TABLE XIX.—Showing, (1) Amount returned to each county for every dollar of one mill tax paid by it; (2) Visits of County Superintendents; (3) Cost of County Superintendents compared with cost of teachers; (4) Cost of Public Schools per inhabitant, etc.

COUNTIES	One Mill Tax Returned Each County for Every \$1 Paid.	County Supts.		Per Capita Cost of Public Schools Counting Both Races.			
		Visits Made.	Per cent. of Cost of Teachers.	Per Inhabitant, Census of 1886.	Per Youth of School Age.	Per Pupil Enrolled.	Per Pupil in Daily Attendance.
Whole State.....	\$	2315	6.2	\$ 1.54	\$ 4.68	\$ 6.77	\$10.27
Alachua.....	1.19	95	5.2	1.28	3.97	6.26	8.67
Baker.....	1.30	2	12.1	1.18	3.18	4.53	6.86
Bradford.....	1.56	54	7.7	1.57	5.10	5.98	9.16
Brevard.....	.36	64	9.0	3.64	13.40	16.01	22.91
Calhoun.....	.96	46	10.6	1.35	4.12	5.36	9.46
Citrus.....	.39	36	8.3	2.50	11.27	13.00	18.82
Clay.....	.90	55	7.3	2.58	7.79	9.04	13.85
Columbia.....	1.56	77	5.6	1.10	3.14	4.23	6.54
Dade.....	.23	38	6.3	3.07	15.96	14.24	21.87
De Soto.....	.86	14	5.3	2.37	6.17	7.36	10.00
Duval.....	.55	63	3.7	1.85	6.15	10.39	15.30
Escambia.....	.77	135	5.8	1.70	5.4	10.05	15.01
Franklin.....	.60	7	7.6	.79	3.67	6.15	9.73
Gadsden.....	2.27	7	7.3	.72	1.96	2.86	4.38
Hamilton.....	1.35	26	7.5	.90	2.89	4.47	6.86
Hernando.....	.59	53	10.6	2.55	7.12	11.93	18.52
Hillsborough.....	.42	103	5.7	1.47	5.70	9.80	14.23
Holmes.....	2.12	61	5.1	.88	2.32	3.21	5.87
Jackson.....	2.06	101	6.7	.80	2.30	3.19	5.55
Jefferson.....	1.99	32	5.1	.88	2.02	3.49	5.05
LaFayette.....	.93	31	9.5	1.36	4.22	5.51	7.56
Lake.....	.65	59	8.8	2.14	7.85	9.39	14.08
Lee.....	.25	23	10.1	3.34	10.99	15.21	26.19
Leon.....	1.54	75	9.8	1.00	2.11	4.75	6.73
Levy.....	.96	56	7.0	1.47	4.38	6.22	9.48
Liberty.....	1.12	16	10.1	1.01	3.06	4.15	6.60
Madison.....	1.52	58	4.7	1.18	2.75	4.04	6.35
Manatee.....	.78	37	9.1	2.81	8.63	9.06	12.80
Marion.....	1.21	49	3.3	1.67	4.73	6.72	10.31
Monroe.....	.72	33	5.2	.79	2.94	6.46	9.74
Nassau.....	.85	.....	6.3	2.46	7.93	10.49	17.43
Orange.....	.58	45	5.3	2.06	8.28	9.15	13.75
Osceola.....	.51	38	7.8	2.96	9.26	11.45	15.88
Pasco.....	.63	52	8.0	2.70	8.89	11.81	15.94
Polk.....	.69	108	4.6	2.43	7.83	8.70	12.77
Putnam.....	.78	75	5.6	1.71	5.61	7.63	11.65
St. Johns.....	.53	37	6.1	2.41	8.59	11.09	17.56
Santa Rosa.....	1.77	87	12.6	1.18	3.01	4.12	5.86
Sumter.....	.77	90	8.4	2.13	6.42	7.65	11.40
Suwannee.....	1.61	39	4.3	1.28	3.44	4.27	7.38
Taylor.....	1.32	25	13.0	1.29	3.48	3.82	6.40
Volusia.....	.49	39	6.1	1.58	7.18	8.41	11.81
Wakulla.....	1.70	25	7.3	1.05	3.16	3.65	5.77
Walton.....	1.22	73	5.7	1.17	3.15	4.03	6.41
Washington.....	1.48	66	6.5	1.22	3.35	3.87	6.40

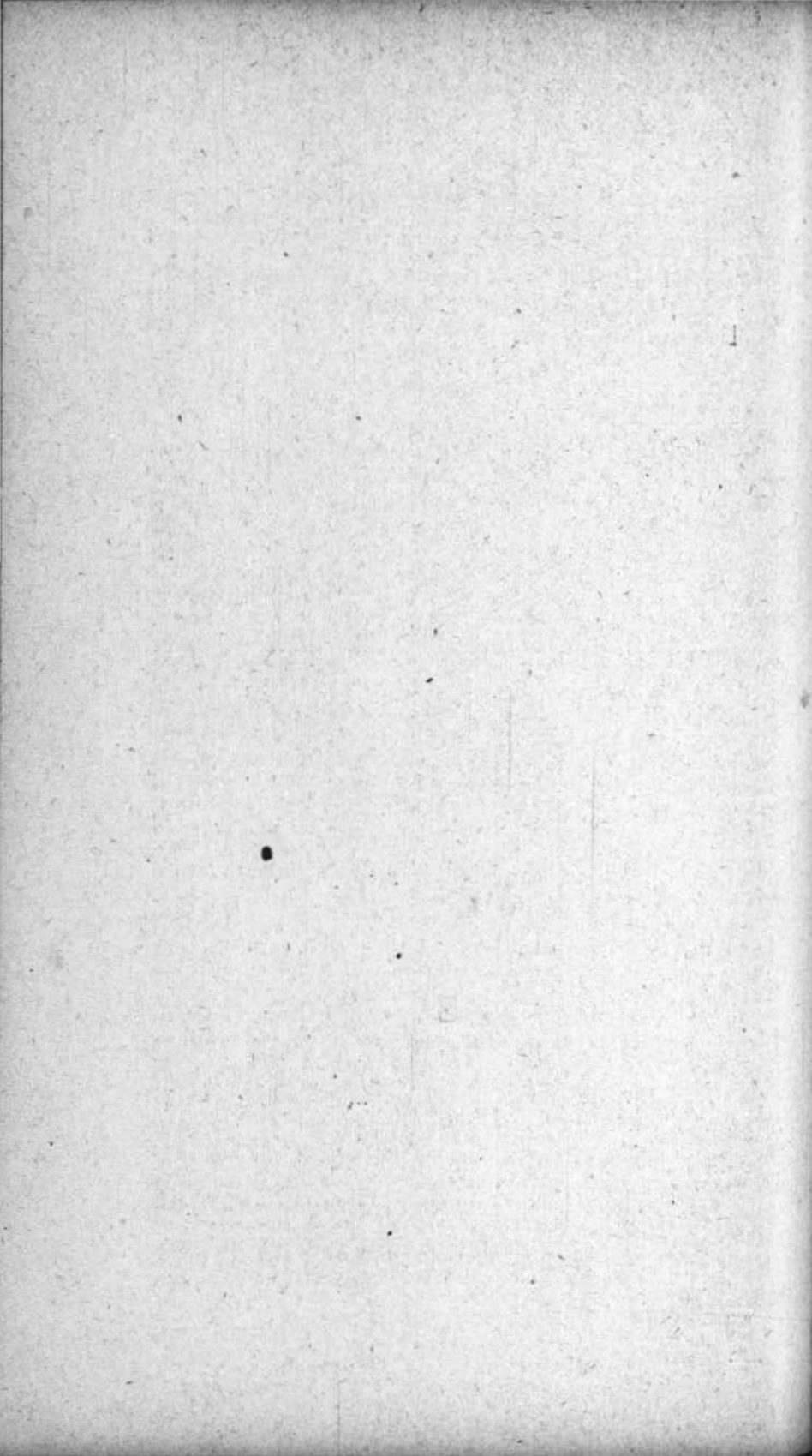
*Discrepancy due to great increase in population since last census.

*TABLE XX.—Showing Financial Condition of Counties.

1896-97 COUNTIES	Total Receipts.	Total Expenditures.	Cash on Hand.	Indebtedness.	Net Cash. Real Indebtedness. + -
In State	\$691,970.49	\$713,443.86	\$33,184.78	\$115,34.10	
Alachua..	31,561.25	36,019.41	1,467.80	5,915.96	- 4,458.16
Baker..	4,183.75	4,364.20		180.55	- 180.55
Bradford..	14,770.86	14,923.22		292.36	- 292.36
Brevard..	13,438.60	16,585.00	47.37	3,532.36	- 3,484.99
Calhoun..	6,994.98	4,464.00	2,530.98	25.00	+ 2,505.98
Citrus..	12,157.53	10,669.09	1,488.44	919.04	+ 569.40
Clay....	12,744.16	13,408.15	86.94	4,143.23	- 4,056.29
Columbia..	13,577.82	14,178.75	1,516.25	2,637.18	- 1,120.93
Dade....	13,065.13	10,213.62	2,967.50	75.99	+ 2,881.51
DeSoto..	22,161.96	15,225.88	6,864.60	192.15	+ 6,672.45
Duval..	60,389.01	64,482.06	10.83	4,103.38	- 4,092.55
Escambia..	29,749.32	38,272.26	1,476.96	19,240.27	- 17,763.41
Franklin..	5,320.95	3,563.05	†		†
Gadsden..	9,293.87	9,901.49	21.64	638.15	- 610.64
Hamilton..	6,732.38	9,037.81		2,305.43	- 2,305.43
Hernando..	8,500.81	7,482.32		493.95	- 493.95
Hillsborough..	45,896.81	46,253.01	382.89	2,356.20	- 1,973.31
Holmes..	4,909.48	5,514.76		2,804.32	- 2,804.32
Jackson..	14,003.18	17,636.44		4,273.03	- 4,273.03
Jefferson..	13,205.66	13,205.66	71.64	5,729.88	- 5,668.24
Lafayette..	5,941.48	5,164.15	492.62		+ 492.62
Lake....	22,935.34	17,905.56	5,639.28	628.25	+ 5,011.03
Lee....	7,721.66	7,437.27	602.39	800.00	- 197.61
Leon..	21,863.27	19,518.92	4,009.11		+ 4,009.11
Levy....	10,800.48	11,044.55	1,284.88	1,500.00	- 215.12
Liberty..	1,939.80	2,104.03	187.01	357.64	- 170.63
Madison..	13,562.48	16,261.50	180.98	2,820.02	- 2,639.04
Manatee..	8,899.74	10,777.53	.06	3,763.57	- 3,763.51
Marion..	27,348.15	36,550.48	954.43	13,715.05	- 12,780.62
Monroe..	12,494.20	13,565.08	38.31	1,377.00	- 1,338.69
Nassau..	13,783.05	21,789.64	60.29	8,006.59	- 7,946.30
Orange ..	23,733.27	25,665.56	32.54	3,706.52	- 3,673.96
Osceola ..	11,087.91	10,033.80	2,211.43	1,163.20	+ 1,048.23
Pasco..	8,484.89	12,675.08	43.53	4,246.19	- 4,202.66
Polk....	29,665.05	26,687.75	2,977.30	150.00	+ 2,827.30
Putnam ..	20,866.71	19,510.40	1,370.46	325.54	+ 1,030.77
St. Johns..	16,801.40	18,598.65	7.94	5,688.39	- 5,680.45
Santa Rosa..	9,774.34	10,557.72	.84	1,487.86	- 1,487.02
Sumter..	10,550.96	11,311.95	659.81	2,067.08	- 1,407.27
Suwannee..	15,063.49	16,035.96		2,656.27	- 2,656.27
Taylor....	4,472.90	3,946.48	526.42		+ 526.42
Volusia ..	28,512.45	18,127.51	10,384.94	608.21	+ 9,776.73
Wakulla..	5,592.08	3,887.60	1,704.48		+ 1,704.48
Walton..	10,005.95	9,332.52	896.19	223.27	+ 672.92
Washington..	9,381.99	9,563.88		181.89	- 181.89

*This Table is of little value further than to show that two-thirds of the County Boards have gotten in debt. On account of the many conflicting statements and failures to answer questions, it was utterly impossible to make an intelligent balance sheet.

†Report was so defective that nothing could be told about the financial condition of the County.



CHAPTER V.

Statistical Reports of County Superintendents for 1897-8 Tabulated.

This chapter contains the statistical reports of County Superintendents for the school year beginning July 1, 1897, and ending June 30, 1898, tabulated.

The following XXIII. Tables present most any fact that any statistician would likely desire to know in regard to public education by counties, sex and race. The information is presented with greater confidence than has attached to any similar showing, for it is believed that the data was collected with more care and industry, and, as a whole, is more reliable than any hitherto filed in reports of County Superintendents in this State.

It is believed that the facts presented are as absolutely reliable as those found in school reports anywhere, except, possibly, those contained in Table XXII., in which it was attempted to draw a kind of balance sheet and show the real financial condition of each County School Board. The fact became patent that all County Superintendents are not book-keepers, and that some looked more closely after other departments of their work than the finances. The statements made under this head, in many of the reports, were so contradictory that it was impossible to tell with any definiteness the real indebtedness of several County Boards—those having a cash balance to their credit seemed not to be similarly muddled as to their financial status. Steps will be taken to correct this deficiency and to have the true financial condition of the School Board in each County presented, in future, with credible accuracy.

But with the above defects admitted, these Tables are published with the assurance that no presentation of educational statistics in this State were ever so full or so reliable. All percentages are correct within one-half of one per cent., and all averages within one-half of one.

Though the facts are worthy of credence, still, many of them are published with feelings of shame that the showing, in many important particulars, is no better; they proclaim in thunder tones to the true believer in the elevation of the masses at public expense, that the duty point has not yet been reached on the part of all having to do with public education.

TABLE I.—(1) Number of Schools; (2) Total Population; (3) School Population by Races.

1897-98. COUNTIES	No. of Schools.			Total Population. Census of 1895.			School Population (6 to 21 years of age) Census of 1896.		
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State..	2,538	1,899	639	*464,639	271,561	193,039	152,598	86,196	66,402
Alachua	116	72	44	28,207	13,639	14,568	9,083	3,945	5,138
Baker	41	35	5	3,712	2,985	726	1,344	1,143	226
Breadford	56	47	9	9,499	7,142	2,357	2,926	2,285	641
Brevard	53	44	9	4,558	3,731	827	1,238	1,000	238
Calhoun	27	20	7	3,274	2,436	838	1,083	942	241
Citrus	35	29	6	4,261	2,618	1,643	947	732	215
Clay	55	47	8	5,200	3,723	1,477	1,723	1,352	370
Columbia	79	51	28	12,935	6,294	6,641	4,515	2,277	2,238
Dade	22	19	3	3,322	2,148	1,174	640	549	91
DeSoto	63	61	2	6,418	6,018	400	2,466	2,405	61
Duval	87	53	34	34,766	14,871	19,895	10,482	4,228	6,254
Escambia	65	46	19	22,503	12,818	9,655	7,036	4,184	2,852
Franklin	6	4	2	4,475	2,344	2,131	967	544	423
Gadsden	71	39	32	13,693	4,827	8,866	5,048	1,738	3,310
Hamilton	61	43	18	9,991	5,353	4,638	3,123	2,005	1,118
Hernando	20	15	5	2,940	1,826	1,114	1,051	620	431
Hillsborough	96	81	15	31,362	24,046	7,316	8,108	6,547	1,561
Holmes	43	40	3	6,232	5,774	458	2,377	2,295	82
Jackson	99	62	37	21,930	9,646	12,284	7,663	3,391	4,272
Jefferson	53	23	30	15,007	3,276	11,731	6,549	1,271	5,278
Lafayette	47	46	1	3,783	3,445	338	1,224	1,200	24
Lake	67	51	16	8,349	6,180	2,169	2,281	1,696	585
Lee	17	16	1	*2,225	2,084	102	677	654	23
Leon	75	36	39	19,597	3,347	16,250	9,251	912	8,339
Levy	53	41	12	7,534	5,164	2,370	2,519	1,638	881
Liberty	16	11	5	2,079	1,151	928	687	394	293
Madison	89	58	31	13,660	5,923	7,737	5,917	2,195	3,722
Manatee	39	37	2	3,830	3,548	282	1,249	1,183	66
Marion	120	74	46	21,875	10,284	11,591	7,727	3,162	4,565
Monroe	11	9	2	17,167	11,935	5,232	4,613	3,277	1,336
Nassau	56	40	16	8,843	4,285	4,558	2,749	1,413	1,336
Orange	69	53	16	12,459	8,624	3,835	3,093	2,061	1,032
Osceola	30	26	4	3,394	2,723	671	1,083	930	153
Pasco	44	39	5	4,697	4,174	523	1,426	1,328	98
Polk	85	79	6	10,983	9,207	1,776	3,409	3,019	390
Putnam	70	46	24	11,381	6,550	4,831	3,477	1,826	1,651
St. Johns	37	29	8	7,708	5,125	2,583	2,166	1,477	689
Santa Rosa	69	61	8	8,914	6,572	2,342	3,512	2,631	881
Sumter	44	34	10	5,308	3,743	1,565	1,761	1,265	496
Suwannee	86	60	26	12,544	6,638	5,706	4,600	2,425	2,225
Taylor	38	35	3	3,062	2,842	220	1,135	1,074	61
Volusia	58	43	15	11,480	7,240	4,240	2,526	1,641	885
Wakulla	33	23	10	3,700	1,977	1,723	1,231	653	573
Walton	72	63	9	7,962	6,826	1,136	2,965	2,506	459
Washington	67	57	10	7,820	6,228	1,592	2,857	2,213	644

*39 Indians included in totals.

TABLE II.—(1) Enrollment in the Public Schools by Race; (2) The Percentage of School Population Enrolled; (3) Enrollment by Sex and Race.

1897-98. COUNTIES	Enrollment by Race.			Per cent. of School Population (6 to 21) Enrolled.			Enrollment by Sex and Race.			
	Total.	White.	Negro.	Both Races.	White.	Negro.	Males.		Females.	
							White.	Negro.	White.	Negro.
In State .. .	108,455	67,657	40,798	71	78	61	35,116	19,632	32,541	21,166
Alachua .. .	5,845	2,856	2,989	64	72	58	1,445	1,361	1,411	1,628
Baker .. .	1,225	1,018	208	89	89	92	556	87	462	121
Bradford .. .	2,648	2,177	471	90	95	73	1,144	232	1,033	239
Brevard .. .	1,117	882	235	90	88	99	424	125	458	110
Calhoun .. .	727	557	170	67	66	71	290	90	267	80
Citrus .. .	752	634	118	79	87	55	332	57	302	61
Clay .. .	1,534	1,252	282	89	93	76	618	145	634	137
Columbia .. .	3,556	1,893	1,673	79	83	75	983	810	900	863
Dade .. .	738	515	223	*115	94	*245	280	115	235	108
DeSoto .. .	2,129	2,069	60	86	86	98	1,136	31	933	29
Duval .. .	6,610	3,268	3,342	63	77	53	1,620	1,606	1,648	1,736
Escambia .. .	4,488	2,942	1,546	64	70	54	1,444	711	1,498	835
Franklin .. .	583	358	225	60	66	53	179	99	179	126
Gadsden .. .	3,634	1,392	2,242	72	80	68	717	1,123	675	1,119
Hamilton .. .	2,079	1,405	674	67	70	60	760	337	645	337
Hernando .. .	711	487	224	68	79	52	253	103	234	116
Hillsborough .. .	5,004	4,147	857	62	63	55	2,129	410	2,018	447
Holmes .. .	1,795	1,735	60	76	76	73	917	34	818	28
Jackson .. .	5,587	3,013	2,544	73	90	60	1,582	1,211	1,461	1,293
Jefferson .. .	3,840	972	2,868	59	76	54	496	1,435	476	1,432
Lafayette .. .	1,023	1,000	23	81	83	96	561	10	433	13
Lake .. .	1,979	1,416	563	87	83	96	728	272	638	291
Lee .. .	472	452	20	70	69	87	223	11	229	9
Leon .. .	3,996	722	3,274	43	79	39	356	1,511	316	1,713
Levy .. .	1,772	1,227	545	70	75	62	676	277	551	268
Liberty .. .	484	302	182	70	77	62	149	85	153	97
Madison .. .	4,262	1,971	2,291	72	90	62	1,050	1,073	921	1,215
Manatee .. .	1,260	1,206	54	*101	*102	82	619	26	557	28
Marion .. .	5,910	2,397	3,513	76	76	77	1,270	1,660	1,127	1,853
Monroe .. .	2,141	1,478	663	46	45	50	738	346	740	317
Nassau .. .	1,989	1,028	961	72	73	72	543	462	482	499
Orange .. .	2,811	1,807	1,004	91	88	97	930	463	887	541
Osceola .. .	881	783	98	81	84	64	397	60	383	38
Pasco .. .	1,197	1,192	105	84	82	*107	561	57	531	48
Polk .. .	2,999	2,628	371	88	87	95	1,364	167	1,264	204
Putnam .. .	2,502	1,307	1,195	72	72	72	680	594	627	601
St. Johns .. .	1,632	1,060	572	76	73	68	567	274	513	298
Santa Rosa .. .	2,454	1,940	514	70	74	58	981	251	919	263
Sumter .. .	1,497	1,071	426	85	85	86	534	198	537	228
Suwannee .. .	3,531	2,144	1,387	76	88	62	1,155	661	989	726
Taylor .. .	935	878	57	82	82	93	488	30	393	27
Volusia .. .	2,183	1,469	714	86	90	81	748	353	721	361
Wakulla .. .	1,071	655	416	87	100	73	358	211	297	206
Walton .. .	2,408	2,089	319	81	83	69	1,100	116	983	163
Washington .. .	2,443	1,923	520	86	85	89	1,042	363	881	257

*Large percentage due to increase in population since the last census.

TABLE III.—Showing, (1) Average Daily Attendance by Race and Sex; (2) Per Cent. Average Daily Attendance is of the Enrollment.

1897-98. COUNTIES.	Average Number Attending School Each Day.								Percentage of attendance, or No. in daily attendance for each 100 enrolled.		
	Both Races.				Males.		Females.				
	Both Races.	White.	Negro.	White.	Negro.	White.	Negro.	White.	Negro.		
In State.....	74,004	46,329	27,675	23,443	13,268	22,886	14,409	68	63	68	
Alachua.....	4,174	2,049	2,125	1,021	966	1,028	1,159	71	72	71	
Baker.....	821	677	144	357	60	320	84	67	67	69	
Bradford.....	1,769	1,463	306	756	152	707	154	67	67	65	
Brevard.....	771	615	156	288	80	327	76	69	70	66	
Calhoun.....	471	342	129	174	69	168	60	66	61	76	
Citrus.....	672	480	92	253	46	227	46	76	76	78	
Clay.....	1,075	869	206	426	107	443	99	70	69	73	
Columbia.....	2,334	1,286	1,048	657	496	629	552	66	68	63	
Dade.....	473	331	142	177	73	154	69	61	64	64	
DeSoto.....	1,528	1,482	46	778	26	704	20	72	72	77	
Duval.....	4,641	2,448	2,193	1,171	1,031	1,277	1,162	70	75	66	
Escambia.....	3,107	2,051	1,056	976	500	1,075	556	69	70	68	
Franklin.....	387	247	140	116	62	131	78	66	69	62	
Gadsden.....	2,420	907	1,513	458	774	449	739	67	65	67	
Hamilton.....	1,307	890	417	470	209	420	208	63	63	62	
Hernando.....	485	330	146	167	70	172	76	68	70	65	
Hillsborough.....	3,548	2,904	644	1,455	304	1,449	340	71	70	75	
Holmes.....	897	862	35	449	18	413	17	50	50	58	
Jackson.....	3,627	2,036	1,591	1,051	782	985	809	65	67	63	
Jefferson.....	2,738	645	2,093	305	1,037	340	1,056	71	66	73	
Lafayette.....	674	657	17	377	8	280	9	66	66	74	
Lake.....	1,364	982	382	476	184	506	196	69	69	68	
Lee.....	321	307	14	144	8	163	6	68	68	70	
Leon.....	2,993	535	2,458	263	1,130	272	1,328	75	74	75	
Levy.....	1,191	844	347	451	178	393	171	67	69	64	
Liberty.....	316	203	118	105	53	98	60	65	67	62	
Madison.....	2,773	1,259	1,514	648	712	611	802	65	64	66	
Manatee.....	924	883	41	440	18	443	23	73	73	76	
Marion.....	3,948	1,713	2,235	874	1,038	839	1,197	67	71	64	
Monroe.....	1,447	998	449	497	233	501	216	68	68	68	
Nassau.....	1,316	683	633	352	300	331	333	66	66	66	
Orange.....	1,992	1,316	676	656	309	669	367	71	73	67	
Osceola.....	612	528	84	267	50	261	24	69	67	86	
Pasco.....	932	846	86	426	48	420	38	78	77	82	
Polk.....	2,260	1,970	290	997	129	973	161	76	75	78	
Putnam.....	1,755	944	811	467	401	477	410	70	72	68	
St. Johns.....	1,065	692	373	360	199	332	174	64	64	65	
Santa Rosa.....	1,768	1,392	376	692	181	700	195	72	72	73	
Sumter.....	977	720	257	364	120	356	137	65	67	60	
Suwannee.....	2,218	1,306	912	684	421	622	491	63	61	66	
Taylor.....	544	514	30	285	16	229	14	58	59	63	
Volusia.....	1,663	1,133	530	563	262	570	268	76	77	74	
Wakulla.....	679	423	256	232	130	191	126	63	65	62	
Walton.....	1,505	1,302	203	661	99	641	104	63	62	64	
Washington.....	1,622	1,256	366	657	179	599	187	66	65	70	

TABLE IV.—Showing, (1) Aggregate Number of Days' Schooling Given; (2) Average Length of School Term; (3) The Average Number of Days' Schooling Given for Every Child 6 to 21 Years of Age.

1897-98. COUNTIES	Aggregate No. of Days' Schooling Given.			Average Number of Days Schools Were Taught.			Average Days' Schooling Given for Every Child 6 to 21.		
	Both Races.	White.	Negro.	Both Races.	White.	Negro.	Both Races.	White.	Negro.
In State...	7,664,462	4,926,882	2,737,580	104	106	99	50	57	41
Alachua...	472,385	237,765	234,620	113	116	111	52	60	42
Baker...	60,832	49,377	11,455	74	73	80	44	43	51
Bradford...	138,725	114,446	24,280	78	78	79	47	50	38
Brevard...	88,364	71,334	17,030	115	116	109	71	71	72
Calhoun...	44,675	31,919	12,756	95	93	99	41	38	53
Citrus...	54,260	46,900	7,360	95	98	80	57	64	34
Clay...	84,248	67,948	16,300	78	78	79	49	50	44
Columbia...	195,395	110,120	85,275	84	86	81	43	48	38
Dade...	65,904	46,076	19,828	139	139	140	103	84	218
DeSoto...	153,970	149,370	4,600	101	101	100	62	62	75
Duval...	613,575	343,995	269,580	132	141	123	59	81	43
Escambia...	391,871	266,692	125,179	126	130	119	56	64	44
Franklin...	61,856	39,456	22,400	150	160	160	64	73	53
Gadsden...	208,670	85,160	123,510	88	94	82	41	49	37
Hamilton...	97,040	68,535	28,505	74	77	68	31	34	26
Hernando...	53,640	41,960	11,680	111	124	80	51	68	27
Hillsborough...	457,108	383,008	74,100	129	132	115	56	59	47
Holmes...	58,653	56,163	2,490	65	65	71	25	24	30
Jackson...	321,880	192,800	129,080	89	95	81	42	57	30
Jefferson...	245,120	77,680	167,440	90	120	80	37	61	32
Lafayette...	56,790	55,430	1,360	84	84	80	46	46	57
Lake...	165,723	122,624	43,099	121	125	113	73	72	74
Lee...	25,630	24,560	1,120	80	80	80	38	38	49
Leon...	328,630	62,360	266,260	110	117	108	36	68	32
Levy...	120,825	86,349	34,476	101	102	99	48	53	39
Liberty...	26,390	17,340	9,040	83	85	80	38	44	31
Madison...	180,107	91,687	88,420	65	73	58	30	42	24
Manatee...	96,557	93,647	2,910	104	106	71	77	79	44
Marion...	390,804	170,629	220,175	99	100	99	51	54	48
Monroe...	227,080	155,240	71,840	157	156	160	49	47	54
Nassau...	132,671	69,612	63,059	101	102	100	48	49	47
Orange...	283,761	186,399	97,362	142	142	144	92	90	94
Osceola...	71,120	63,002	8,118	116	119	97	66	68	63
Pasco...	83,738	77,408	6,330	90	91	74	59	58	65
Polk...	239,500	207,600	31,900	106	106	110	70	69	82
Putnam...	200,730	112,740	87,990	114	119	108	58	62	58
St. Johns...	158,090	100,075	58,015	148	145	156	73	68	84
Santa Rosa...	154,682	125,027	29,655	87	90	79	44	48	34
Sumter...	97,470	71,770	25,700	100	100	100	55	57	52
Suwannee...	187,021	116,201	70,820	84	89	78	40	48	22
Taylor...	41,759	39,419	2,340	77	77	78	37	37	38
Volusia...	200,446	140,603	59,843	121	124	113	79	86	68
Wakulla...	62,467	40,367	22,100	92	95	86	51	61	39
Walton...	118,412	102,172	16,240	79	78	80	40	43	36
Washington...	145,598	113,918	31,680	90	91	87	51	50	54

TABLE V.—Showing Educational Status of Youth.

1897 '98 COUNTIES	No. in Chart.			First Reader.			Second Reader.			Third Reader.			Fourth Reader.			Fifth Reader.			Higher Branches.		
	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State.....	13,237	5,165	8,072	20,707	10,695	10,011	18,634	10,596	8,038	18,419	11,575	6,844	18,669	13,356	5,313	12,293	10,139	2,154	6,228	5,135	293
Alachua.....	796	163	632	1,204	400	804	1,112	455	707	1,035	538	497	957	661	296	400	352	48	292	28	5
Baker.....	165	113	52	231	183	48	244	210	34	203	176	27	216	188	28	144	125	19	2	21	...
Bradford.....	449	331	118	443	342	101	421	309	112	508	431	77	451	397	54	284	275	9	92	92	...
Brevard.....	76	55	21	154	125	29	204	143	61	220	165	55	231	184	47	166	148	18	66	62	4
Calhoun.....	38	34	4	193	103	90	123	84	39	136	114	22	126	115	11	63	60	3	48	47	1
Citrus.....	31	15	16	112	86	26	110	83	27	196	139	57	168	156	12	113	113	...	43	43	...
Clay.....	172	113	59	213	164	49	261	203	58	257	209	48	309	253	56	222	210	12	100	100	...
Columbia.....	736	300	436	554	257	297	585	301	284	571	318	253	560	317	243	400	240	1 0	110	110	...
Dade.....	43	22	21	124	86	38	118	79	39	152	108	44	170	119	51	105	78	2	26	23	3
DeSoto.....	142	132	10	228	219	9	306	292	14	399	388	11	562	550	12	326	322	4	16	166	...
Duval.....	706	82	624	1,496	590	906	1,047	484	563	1,046	531	515	941	518	423	648	465	183	630	581	49
Escambia.....	304	164	140	934	500	434	863	450	413	843	533	310	823	648	175	356	298	58	362	246	16
Franklin.....	63	16	47	107	51	56	101	61	40	99	62	37	143	114	29	47	31	16	23	23	...
Gadsden.....	661	192	469	780	200	580	568	200	368	572	231	341	621	291	330	359	295	154	73	73	...
Hamilton.....	284	135	149	558	322	236	395	252	143	300	211	89	300	254	46	107	98	9	88	88	...
Hernando.....	103	53	50	140	74	66	119	77	42	134	79	55	119	112	7	73	69	4	23	23	...
Hillsborough.....	412	235	147	1,015	828	187	868	639	159	959	763	196	924	827	97	616	586	30	2 0	209	1
Holmes.....	280	265	15	376	244	32	284	2 8	6	272	268	4	269	266	3	181	181	...	132	131	...
Jackson.....	690	318	372	1,363	558	805	1,086	547	489	968	554	414	728	453	275	343	225	118	459	388	71
Jefferson.....	681	75	606	859	118	741	688	139	519	698	176	522	458	146	312	349	219	130	107	99	8

[illegible]

TABLE VI.—Showing Number of Teachers Employed and Grades of County Certificates Held.*

1897-98. COUNTIES	*Whole No. of Teachers Employed.						White.									Negro.									
	Both Races.	White.			Negro.			First Grade.			Second Grade.			Third Grade.			First Grade.			Second Grade.			Third Grade.		
		Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.
In State.....	2,792	2,108	795	1,312	684	325	3.9	471	246	225	1,140	570	770	497	180	317	41	33	8	320	160	167	323	132	191
A. achua.....	153	103	35	68	50	23	27	15	10	5	51	16	35	37	9	28	2	2		22	11	11	26	10	16
Baker.....	38	35	26	9	3	3		6	4	2	17	13	4	12	9	3				2	2		1	1	
Bradford.....	56	50	25	25	6	6		17	6	11	21	4	20	8	1	4				5	3	2	2	1	1
Brevard.....	51	44	8	36	7	4	3	12	3	9	24	4	20	8	1	7				5	3	2	2	1	1
Calhoun.....	25	20	9	11	5	5		5	1	4	13	6	7	2	2				5	5					
Citrus.....	35	30	8	22	5	3	2	12	4	8	16	4	12	2		2			3	1	2	2	2		
Clay.....	45	38	15	23	7	4	3	5	2	3	19	6	13	14	7	7			4	3	1	3	1	2	
Columbia.....	72	59	23	27	22	11	11	22	10	12	20	12	8	8	1	7	1	1		10	5	5	11	5	6
Dade.....	28	23	6	17	5	3	2	10	3	7	12	3	9	1		1			3	3		2	1	2	
DeSoto.....	69	65	42	26	1	1		13	11	2	36	20	16	19	11	5						1	1		
Duval.....	172	97	17	80	75	23	52	15	7	8	68	8	60	14	2	12	3	2	1	38	13	25	34	8	26
Escambia.....	90	68	10	5	2	8	14	11	3	8	44	5	39	13	2	11	2		2	11	4	7	9	4	5
Franklin.....	14	11	3	8	3	1	2	4	2	2	6	1	5	1		1			3	1	2				
Gadsden.....	65	42	15	27	23	13	10	9	5	4	20	9	11	13	1	12				3	2	1	20	11	9
Hamilton.....	54	42	21	21	12	8	4	13	8	5	26	11	15	3	2	1	1	1		11	7	4			
Hernando.....	27	22	5	17	5	4	1	11	3	8	8	2	6	3		3			4	3	1	1	1		
Hillsborough.....	133	113	37	76	20	8	12	22	5	17	75	27	48	16	5	11	3	3		11	3	8	6	2	4
Holmes.....	32	29	19	10	3	3		7	6	1	12	5	7	10	8	2				3	3				
Jackson.....	88	58	23	35	30	22	8	8	5	3	29	11	18	21	7	14				10	8	2	20	14	6
Jefferson.....	63	30	10	20	33	18	15	7	5	2	17	4	13	6	1	5				10	6	4	23	12	11

Lafayette...	32	31	15	16	1	1	9	5	4	16	7	9	6	3	3	1	1	...	...	...	...
Lake...	75	61	20	41	14	8	6	13	6	7	41	11	30	7	3	4	12	6	6	2	2
Lee...	18	17	5	12	1	...	1	4	2	2	11	2	9	2	1	1	1	...	1	...	1
Leon...	85	39	11	28	46	19	27	12	4	8	19	4	15	8	3	5	3	2	1	22	7
Levy...	55	44	19	25	11	8	3	6	3	3	22	10	12	15	6	10	5	5	...	6	3
Liberty...	12	9	5	4	3	2	1	4	3	1	5	2	3	...	...	...	1	1	...	2	1
Madison...	62	48	27	21	14	11	3	13	9	4	29	16	13	6	2	4	5	4	1	5	2
Manatee...	42	40	25	15	2	...	2	4	4	...	26	16	10	10	5	5	2	...	2	...	2
Marion...	151	90	29	61	61	13	48	22	11	11	48	12	35	20	6	14	2	1	1	22	6
Monroe...	32	22	3	19	10	3	7	3	1	2	15	1	14	4	1	3	1	1	...	3	1
Nassau...	70	46	8	38	24	6	18	10	4	6	33	4	29	3	...	3	9	3	6	13	2
Orange...	102	75	13	62	27	7	20	8	7	1	52	4	48	15	2	13	13	3	10	13	3
Osceola...	33	29	13	16	4	4	...	8	4	4	12	6	6	9	3	6	2	2	...	2	...
Pasco...	46	43	16	27	3	3	...	10	6	4	22	5	17	11	5	6	2	2	...	1	1
Polk...	108	98	33	65	10	3	7	16	9	7	54	16	38	28	8	20	4	2	2	5	...
Putnam...	74	51	15	36	23	12	11	4	2	2	32	7	25	15	6	9	9	4	5	11	6
St. Johns...	54	39	7	32	15	6	9	5	3	2	21	2	19	13	2	11	3	1	2	8	1
Santa Rosa...	56	43	26	22	8	3	5	19	13	6	13	7	6	16	6	10	2	1	1	3	...
Sumter...	52	40	12	28	12	9	3	8	5	3	21	7	14	11	...	11	6	5	1	5	2
Suwannee...	73	54	28	26	19	9	10	31	17	14	15	9	9	5	2	3	13	5	8	4	2
Taylor...	22	20	15	5	2	1	1	3	3	...	9	7	2	8	5	3	1	...	1	1	...
Volusia...	76	60	14	46	16	10	6	11	4	7	32	6	26	17	4	13	11	6	5	4	3
Wakulla...	22	16	12	4	6	4	2	...	...	...	10	8	2	6	4	2	2	1	1	4	2
Walton...	66	59	32	27	7	6	1	18	12	6	12	9	13	19	11	8	6	6	...	1	...
Washington...	64	56	36	20	8	6	2	6	6	...	23	14	9	27	16	11	3	2	1	3	2

TABLE VII. — Showing Result of State Uniform Examinations.

1897-98. COUNTIES.	No. of Examinees.	No. Failing to Pass.		No. and Grades of Certificates Issued.												
				To Whites.						To Negroes.						
				1st Grade.		2nd Grade.		3rd Grade.		1st Grade.		2nd Grade.		3rd Grade.		
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
In State.. . . .	2023	783	392	391	82	81	154	249	148	255	5	1	36	35	85	111
Alachua.. . . .	147	67	23	44	1	4	4	9	12	20	...	2	1	16	11	...
Baker.. . . .	33	19	16	9	...	...	2	2	2	2	...	...	1	1	1	...
Bradford.. . . .	73	36	28	9	4	1	3	8	10	8	1	...	...	2	...	...
Brevard.. . . .	22	3	1	2	...	...	9	...	...	4	...	1	2	...	...	...
Calhoun.. . . .	7	3	1	2	...	...	1	1	2	...	...	...	...	...	...	...
Citrus.. . . .	21	7	5	2	...	2	3	4	...	2	...	...	...	2	1	...
Clay.. . . .	22	9	6	3	...	2	3	5	...	2	...	1	...	...	...	...
Columbia.. . . .	64	9	7	2	5	3	8	13	5	5	2	2	1	6	7	...
Dade.. . . .	14	7	6	1	...	...	...	...	1	5	...	...	...	...	1	...
DeSoto.. . . .	41	7	4	3	2	1	12	7	7	3	...	...	...	1	1	...
Duval.. . . .	148	40	6	34	5	7	4	31	2	15	2	4	14	6	18	...
Escambia.. . . .	46	23	14	9	4	2	1	3	2	7	...	1	...	1	2	...
Franklin.. . . .	6	2	1	1	...	...	2	...	2	...	...	...	...	...	...	...
Gadsden.. . . .	51	17	3	14	1	3	4	6	3	...	...	5	3	3	6	...
Hamilton.. . . .	68	21	18	3	9	3	9	6	7	11	...	1	...	1	...	...
Hernando.. . . .	12	4	1	3	1	1	1	4	...	...	...	...	...	1	...	...
Hillsborough.. . . .	68	5	3	2	6	15	5	13	6	13	...	...	2	2	1	...
Holmes.. . . .	12	5	5	...	...	...	2	1	2	2	...	...	...	...	...	...
Jackson.. . . .	69	26	10	16	2	...	7	5	6	8	...	6	1	4	4	...
Jefferson.. . . .	81	56	15	41	5	2	...	...	3	5	...	2	...	5	3	...
Lafayette.. . . .	17	3	3	0	...	...	4	5	2	3	...	...	...	...	...	...
Lake.. . . .	53	15	12	3	2	7	10	10	2	6	...	...	...	1	...	...
Lee.. . . .	6	...	...	...	...	...	2	1	2	...	...	...	...	...	1	...
Leon.. . . .	34	6	2	4	...	...	...	5	2	5	...	4	4	6	3	...
Levy.. . . .	36	15	11	4	1	1	3	4	3	5	...	1	...	...	...	2
Liberty.. . . .	8	4	2	2	...	...	...	...	1	...	...	...	...	3	...	...
Madison.. . . .	50	28	15	13	2	3	5	2	2	3	...	...	...	5	...	...
Manatee.. . . .	20	3	2	1	...	...	4	3	7	3	...	...	...	...	...	...
Marion.. . . .	139	52	11	41	5	...	7	8	7	22	...	2	4	3	29	...
Monroe.. . . .	11	3	...	3	...	1	1	1	...	1	1	...	1	1	1	...
Nassau.. . . .	67	34	8	26	2	3	3	9	2	7	...	1	1	2	3	...
Orange.. . . .	71	40	19	21	1	5	5	7	1	7	...	...	...	2	3	...
Osceola.. . . .	14	8	4	4	3	...	...	1	...	2	...	...	...	...	...	...
Pasco.. . . .	40	14	14	...	2	2	3	5	3	11	...	...	...	...	...	...
Polk.. . . .	62	19	13	6	6	2	3	17	3	10	...	1	...	...	1	...
Putnam.. . . .	71	44	22	22	2	...	2	6	4	6	...	...	1	4	2	...
St. Johns.. . . .	30	14	5	9	1	...	...	7	...	6	...	...	...	...	2	...
Santa Rosa.. . . .	35	17	9	8	1	3	2	1	4	7	...	...	...	...	...	...
Sumter.. . . .	32	13	10	3	1	...	3	3	2	9	...	...	...	1	...	...
Suwannee.. . . .	42	22	7	15	3	3	3	3	2	2	...	...	...	1	3	...
Taylor.. . . .	29	9	9	...	1	...	10	2	3	2	...	1	...	1	...	...
Volusia.. . . .	50	23	12	11	...	...	4	11	4	6	...	...	...	1	1	...
Wakulla.. . . .	17	3	1	2	...	...	4	...	3	2	1	...	...	3	1	...
Walton.. . . .	55	26	26	...	3	...	4	...	10	9	...	1	...	1	1	...
Washington.. . . .	29	2	2	...	1	2	7	6	7	3	...	...	...	...	...	...

TABLE VIII.—Showing Facts Relative to Teachers Employed.

1897-98. COUNTIES.	Graduates of Normal Schools.				Attendants at Teachers' Summer Schools.				Attendants at State Teachers' Associations.	Subscribers to Educational Journals.		Non-Resident Teachers.					
	White		Negro		White		Negro			White		Negro		White		Negro	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		White.	Negro.	White.	Negro.	Of County.	Of State.	Of County.	Of State.
In State..	108	150	31	28	211	501	90	171	303	185	1255	417	252	94	78	12	
Alachua..	12	3	1	...	7	8	16	27	21	2	61	25	...	...	...	...	
Baker..	2	12	...	...	...	...	...	...	...	...	25	1	25	...	2	...	
Bradford..	6	1	1	...	...	...	1	...	17	...	19	5	10	...	2	...	
Brevard..	1	10	2	1	...	...	...	...	7	2	33	3	11	8	1	...	
Calhoun..	...	1	...	...	1	...	...	...	1	...	10	2	10	1	4	...	
Citrus..	2	6	...	...	4	11	...	2	9	1	25	4	...	1	3	...	
Clay..	...	...	...	...	...	...	2	8	11	8	21	15	4	5	1	...	
Columbia	11	3	...	...	...	...	...	...	2	2	18	5	5	1	1	...	
Dade..	2	3	...	...	1	1	...	...	2	2	18	5	5	1	1	...	
DeSoto	...	...	...	...	27	11	...	...	9	1	56	1	...	...	...	...	
Duval..	1	4	...	1	5	63	11	46	10	64	64	53	9	6	2	1	
Escambia..	...	7	3	...	...	53	6	8	2	21	37	11	...	4	...	...	
Franklin..	2	...	...	...	...	...	...	...	...	...	...	...	1	1	...	...	
Gadsden..	2	2	...	...	...	8	10	...	3	...	13	13	...	2	...	...	
Hamilton..	...	...	...	...	...	...	...	...	...	...	...	...	29	...	...	...	
Hernando..	...	...	1	...	5	13	2	...	8	1	15	5	4	...	4	...	
Hillsborough..	3	9	2	...	27	60	5	9	15	...	98	18	5	5	4	1	
Holmes..	...	...	...	...	...	...	...	...	...	...	...	...	3	...	...	...	
Jackson..	6	3	...	...	3	1	...	...	1	...	24	10	4	4	...	...	
Jefferson..	2	1	...	...	2	13	10	10	4	8	19	18	5	2	1	...	
Lafayette..	2	2	...	...	11	8	...	...	3	...	20	...	5	1	...	...	
Lake	...	1	2	...	4	4	1	3	28	2	59	16	2	1	3	...	
Lee..	1	1	...	...	1	1	...	...	...	...	13	...	7	2	1	...	
Leon..	...	...	2	3	...	...	2	4	...	5	15	5	5	8	1	2	
Levy..	3	5	...	...	...	1	2	1	11	3	35	8	11	4	3	...	
Liberty..	2	...	1	...	...	...	...	...	...	...	8	1	2	...	1	...	
Madison..	...	...	...	...	5	3	8	5	8	13	26	25	7	1	7	...	
Manatee..	...	...	...	...	4	7	...	...	...	...	36	1	8	2	2	...	
Marion..	9	13	4	8	6	14	...	...	12	5	52	27	3	2	3	2	
Monroe..	...	...	...	...	...	...	...	...	...	...	20	1	2	1	...	...	
Nassau..	3	5	2	1	4	12	5	12	1	...	23	13	11	8	4	1	
Orange..	2	7	1	4	8	39	1	6	20	8	59	13	...	...	...	...	
Osceola..	...	...	...	...	8	8	...	...	12	...	23	2	8	1	1	...	
Pasco..	...	...	...	...	7	15	1	...	...	...	24	3	...	...	...	...	
Polk..	5	5	...	...	32	71	...	...	17	2	81	6	3	6	...	...	
Putnam..	3	3	1	1	11	12	3	3	10	10	40	23	4	3	3	1	
St. Johns..	1	2	...	...	3	29	4	16	1	10	31	12	7	1	6	1	
Santa Rosa..	7	4	1	1	11	18	...	...	3	1	31	8	13	4	3	...	
Sumter..	2	1	...	...	1	5	...	...	5	...	29	9	4	...	3	...	
Suwannee..	3	3	4	3	2	2	...	...	8	9	30	21	...	1	...	...	
Taylor..	...	...	...	...	...	...	...	...	...	...	4	1	2	...	2	...	
Volusia..	3	4	4	1	2	10	2	1	41	7	46	15	10	8	3	...	
Wakulla..	1	...	1	...	9	8	...	...	...	...	7	4	1	...	...	...	
Walton..	6	4	...	...	...	...	...	...	...	...	20	4	3	4	4	1	
Washington..	3	...	2	...	...	...	...	...	...	...	...	...	7	1	3	...	

TABLE IX.—Showing Average Monthly Salaries Paid Teachers, with Counties Arranged in Order of Highest Salaries.

Rank.	1897-98.		Average Monthly Salaries Paid White Teachers.									
	Counties.	Both Races.	Counties.	Males.	Counties.	Females.	Counties.	Both Races.	Rank.			
	In State	\$33.73		\$38.66		\$33.96		\$35.70				
1	Hillsborough	46.9	Monroe	71.09	Hillsborough	47.24	Hillsborough	48.87	1			
2	Monroe	42.73	Duval	63.59	Duval	41.63	Duval	45.96	2			
3	Duval	41.27	St. Johns	57.99	Dade	40.60	Monroe	44.37	3			
4	Dade	41.08	Orange	53.04	Monroe	40.51	Dade	41.30	4			
5	Polk	39.78	Hillsborough	52.49	Polk	38.36	Polk	40.37	5			
6	Volusia	37.98	Hernando	51.67	Escambia	36.80	Volusia	38.76	6			
7	DeSoto	37.57	Nassau	48.61	DeSoto	36.25	DeSoto	38.40	7			
8	Escambia	37.02	Jefferson	47.00	Volusia	36.31	Hernando	38.15	8			
9	Pasco	36.57	Volusia	46.18	Putnam	34.78	Escambia	37.70	9			
10	Manatee	36.35	Leon	46.05	Pasco	34.64	Orange	37.56	10			
11	Hernando	36.25	Escambia	43.91	Osceola	34.62	Pasco	37.54	11			
12	Osceola	35.0	Polk	43.78	Hernando	34.56	Manatee	36.58	12			
13	Putnam	35.42	Franklin	43.33	Manatee	34.45	Leon	36.28	13			
14	Lee	35.27	Dade	43.29	Orange	34.15	Putnam	36.26	14			
15	Citrus	35.22	Pasco	41.99	Marion	33.92	Osceola	36.21	15			
16	Lake	34.19	Lake	41.02	Citrus	33.67	Lake	35.96	16			
17	Orange	33.9	Marion	39.95	Lee	33.57	Marion	35.83	17			
18	Madison	33.37	Putnam	39.80	Lake	33.40	Madison	35.85	18			
19	Brevard	33.24	Citrus	39.70	Brevard	33.14	Citrus	35.63	19			
20	Bradford	33.20	DeSoto	39.68	Suwannee	32.92	Lee	35.28	20			
21	Marion	32.98	Alachua	39.46	Leon	32.59	Jefferson	35.25	21			
22	Sumter	31.83	Lee	39.32	Madison	32.51	Bradford	34.75	22			
23	Suwannee	31.30	Bradford	38.65	Calhoun	31.86	Alachua	34.03	23			
24	Levy	31.15	Jackson	38.48	Levy	31.72	Suwannee	33.67	24			
25	Hamilton	31.23	Madison	38.32	Alachua	31.00	Brevard	33.69	25			

26	Alachua..	31.13	Osceola ..	38.02	Columbia..	30.83	Hamilton ..	33.52	26
27	Franklin..	31.03	Manatee..	37.99	Sumter..	30.48	Columbia..	33.30	27
28	Columbia..	31.00	Sumter..	37.49	Bradford..	30.42	Franklin ..	32.76	28
29	Clay..	30.55	Columbia..	36.30	Clay..	29.40	Levy..	32.73	29
30	Leon..	30.50	Brevard ..	35.72	Jefferson..	29.12	Sumter..	32/62	30
31	Nassau..	30.45	Suwannee..	34.32	Baker..	28.77	Nassau..	31.65	31
32	St. Johns..	30.22	Levy ..	33.98	Franklin..	28.73	Jackson..	31.13	32
33	Jefferson..	28.12	Hamilton..	33.33	Nassau ..	28.48	St. Johns ..	31.10	33
34	Calhoun..	27.97	Gadsden ..	33.13	Gadsden..	26.89	Calhoun..	30.90	34
35	Baker..	27.66	Clay....	31.65	Hamilton..	26.33	Clay..	30.33	35
36	Washington..	27.30	Santa Rosa ..	30.45	Jackson..	26.20	Gadsden ..	29.01	36
37	Jackson..	26.58	Washington..	30.09	Liberty..	26.00	Washington..	27.97	37
38	Santa Rosa..	26.42	Calhoun..	29.47	St. Johns..	25.27	Liberty ..	27.86	38
39	Walton..	26.30	Liberty ..	29.14	Walton ..	26.23	Baker ..	27.75	39
40	Liberty..	25.87	Walton..	27.43	Lafayette..	24.97	Santa Rosa ..	27.10	40
41	Lafayette..	25.72	Baker..	27.36	Washington..	24.27	Walton ..	26.40	41
42	Gadsden..	24.98	Lafayette..	26.26	Santa Rosa..	24.02	Lafayette..	25.74	42
43	Taylor..	24.03	Taylor..	24.66	Holmes ..	22.06	Taylor ..	24.10	43
44	Holmes..	23.04	Holmes..	24.26	Taylor..	21.74	Holmes..	23.48	44
45	Wakulla..	20.72	Wakulla..	22.05	Wakulla ..	21.25	Wakulla ..	21.90	45

TABLE X.—Showing, (1) Average Monthly Salary Paid Negro Teachers, with Counties Arranged in Order of Highest Salaries; (3) Highest Monthly Salary Paid any Teacher.

Average Monthly Salaries Paid Negro Teachers.							Highest Monthly Salaries Paid Teachers.					
Rank.	Counties.	Male.	Counties.	Female.	Counties.	Both Sexes	Rank.	Counties.	Whites, Negroes			
									Male.	Female.	Male.	Female.
	In State	\$23.85		\$23.73		\$21.76		whole State.....	\$150	\$100	\$ 90	\$ 50
1	Monroe	60.00	Dade	40.00	Dade	40.00	1	Alachua	80	50	45	35
2	Polk	44.71	Citrus	35.00	Monroe	39.50	2	Baker	40	60	35	....
3	Dade	40.00	Lee	35.00	Volusia	35.43	3	Bradford	100	45	30	....
4	Nassau	40.00	Escambia	34.24	Hillsborough	35.42	4	Brevard	50	55	40	30
5	Duval	39.63	Hillsborough	33.14	Escambia	35.01	5	Calhoun	35	35	20	....
6	Hillsborough	38.67	Volusia	32.95	Lee	35.01	6	Citrus	65	50	35	35
7	St. Johns	37.52	Duval	31.36	Polk	24.17	7	Clay	75	55	50	35
8	Volusia	35.71	Putnam	30.75	Osceola	33.73	8	Columbia	75	40	45	30
9	Putnam	36.55	Monroe	30.71	Putnam	33.63	9	Dade	50	50	40	40
10	Escambia	36.20	Clay	30.00	Duval	33.60	10	DeSoto	80	75	40	....
11	Osceola	33.73	Polk	29.32	Citrus	32.50	11	Duval	150	85	85	50
12	Brevard	33.10	Manatee	28.85	Clay	31.67	12	Escambia	150	50	50	45
13	Clay	32.87	Marion	27.74	Brevard	30.80	13	Franklin	50	30	30	25
14	Marion	31.75	Brevard	26.33	Pasco	30.71	14	Gadsden	60	30	20	25
15	Citrus	31.25	Madison	25.90	Sumter	29.07	15	Hamilton	50	30	30	25
16	Orange	30.91	Columbia	25.31	Manatee	28.85	16	Hernando	75	40	35	25
17	Pasco	30.71	Sumter	25.17	Marion	28.60	17	Hillsborough	150	100	6	40
18	Sumter	30.43	Hamilton	25.00	Nassau	28.13	18	Holmes	65	25	23	....
19	Lake	30.25	Hernando	25.00	St. Johns	27.45	19	Jackson	125	50	28	20
20	Franklin	30.00	Taylor	25.00	Baker	27.09	20	Jefferson	80	50	30	20

21	Alachua..	27.79	Washington..	25.00	Lake..	27.04	21	Lafayette ..	40	30	23	....
22	Leon..	27.62	Nassau..	24.17	Madison ..	26.84	22	Lake..	90	70	45	45
23	Columbia..	27.61	Alachua..	23.75	Columbia..	26.34	23	Lee..	60	35	....	35
24	Baker..	27.09	Suwannee..	23.70	Levy..	25.75	24	Leon..	100	50	50	30
25	Madison..	27.09	St. Johns..	23.48	Alachua..	23.74	25	Levy ..	60	55	40	30
26	Suwannee..	26.78	Leon..	23.43	Hernando ..	25.65	26	Liberty ..	37	30	25	20
27	Santa Rosa..	26.67	Levy..	23.36	Walton..	25.56	27	Madison ..	100	40	40	35
28	Levy..	26.55	Franklin..	22.50	Suwannee ..	25.37	28	Manatee..	100	50	....	30
29	Walton..	26.25	Lake ..	22.49	Hamilton..	25.24	29	Marion ..	95	60	70	40
30	Hernando..	25.75	Orange..	21.66	Leon..	25.18	30	Monroe ..	125	100	90	35
31	Hamilton..	25.33	Liberty ..	20.00	Franklin ..	25.00	31	Nassau..	80	50	75	50
32	Lafayette..	25.00	Santa Rosa ..	20.00	Lafayette..	25.00	32	Orange ..	110	5	45	25
33	Bradford..	23.33	Walton ..	20.00	Orange ..	24.13	33	Osceola ..	90	45	43	....
34	Washington..	22.14	Gadsden..	18.57	Bradford ..	23.33	34	Pasco..	75	40	3	....
35	Liberty..	21.25	Jefferson..	17.67	Washington ..	23.00	35	Polk..	125	65	50	30
36	Calhoun ..	20.00	Wakulla..	17.50	Santa Rosa ..	21.59	36	Putnam ..	100	60	60	35
37	DeSoto..	20.00	Jackson..	16.08	Taylor ..	21.54	37	St. Johns ..	120	40	60	30
38	Taylor..	20.00	Baker..	.....	Liberty..	21.00	38	Santa Rosa..	65	45	33	20
39	Jefferson..	19.95	Bradford ..	.....	Calhoun..	20.00	39	Sumter ..	45	45	25	26
40	Gadsden..	18.90	Calhoun..	.....	DeSoto ..	20.00	40	Suwannee ..	100	50	35	25
41	Wakulla..	17.50	DeSoto..	.....	Jefferson..	18.94	41	Taylor ..	30	25	20	25
42	Holmes ..	17.16	Holmes..	.....	Gadsden ..	18.78	42	Volusia ..	75	50	4	40
43	Jackson ..	16.51	Lafayette..	.....	Wakulla ..	17.50	43	Wakulla..	28	25	18	18
44	Lee..	.....	Osceola ..	.....	Holmes..	17.16	44	Walton..	60	39	35	20
45	Manatee..	.....	Pasco..	.....	Jackson..	16.42	45	Washington ..	50	30	30	30

TABLE XI.—Showing, (1) Average Age of Teachers; (2) Average Months Taught in Life

1897-98. COUNTIES.	AVERAGE AGE									MONTHS TAUGHT.								
	All Teachers.			White.			Negro.			All Teachers.			White.			Negro.		
				Both Sexes.	Male.	Female.	Both Sexes.	Male.	Female.				Both Sexes.	Male.	Female.	Both Sexes.	Male.	Female.
In State.. . . .	27	27	29	25	27	30	25	39	36	43	33	48	58	38	40	52	40	40
Alachua.. . . .	25	25	28	23	26	28	25	35	30	36	28	45	52	38	38	40	38	38
Baker.. . . .	26	26	28	27	29	29	...	25	24	27	20	41	41	31	31	41	31	31
Bradford.. . . .	24	24	25	22	29	29	...	25	24	27	20	41	41	31	31	41	31	31
Brevard.. . . .	29	29	38	26	28	31	23	37	34	50	30	55	67	39	39	67	39	39
Calhoun.. . . .	26	25	26	24	31	31	...	38	28	25	31	77	77	77	77	77	77	77
Citrus.. . . .	25	25	29	23	26	29	21	30	29	40	25	36	47	20	20	47	20	20
Clay.. . . .	28	27	24	29	31	36	24	41	38	30	44	59	84	26	26	84	26	26
Columbia.. . . .	26	26	28	24	28	31	24	33	27	36	23	45	53	37	37	53	37	37
Dade.. . . .	28	28	34	26	28	29	27	49	46	81	34	63	66	74	74	66	74	74
DeSoto.. . . .	27	27	27	25	26	26	...	34	34	33	35	40	40	...	...	40	40	...
Duval.. . . .	27	27	36	24	27	29	27	44	40	61	34	49	53	47	47	53	47	47
Escambia.. . . .	31	31	42	29	31	35	29	55	52	118	41	65	93	46	46	93	46	46
Franklin.. . . .	26	26	26	26	25	26	25	21	15	21	13	45	70	33	33	70	33	33
Gadsden.. . . .	27	26	31	23	28	32	22	29	27	42	19	31	41	17	17	41	17	17
Hamilton.. . . .	25	25	26	23	26	28	21	36	35	43	26	41	49	27	27	49	27	27
Hernando.. . . .	23	23	24	22	25	27	20	27	22	30	19	48	46	54	54	46	54	54
Hillsborough.. . . .	28	28	29	28	27	28	26	48	48	48	49	45	44	46	46	44	46	46
Holmes.. . . .	24	24	25	21	31	31	...	32	23	29	12	111	111	...	...	111	111	...
Jackson.. . . .	28	28	31	26	28	29	25	36	31	38	26	46	55	19	19	55	19	19
Jefferson.. . . .	29	31	33	31	26	30	23	43	60	50	65	28	34	21	21	34	21	21
Lafayette.. . . .	22	22	23	22	20	20	...	19	18	22	15	28	28	...	...	28	28	...
Lake.. . . .	28	28	34	25	29	31	26	45	43	61	35	55	70	33	33	70	33	33
Lee.. . . .	26	27	29	26	21	...	21	31	31	29	32	15	...	15	15	...	15	15
Leon.. . . .	30	30	35	28	30	35	26	41	40	52	35	43	63	29	29	63	29	29
Levy.. . . .	26	25	26	25	31	32	28	43	35	39	32	75	74	77	77	74	77	77
Liberty.. . . .	25	24	26	21	26	27	24	38	39	46	30	36	54	...	...	54	...	...
Madison.. . . .	27	26	30	21	31	30	34	45	34	47	17	79	72	106	106	72	106	106
Manatee.. . . .	25	25	27	23	29	...	29	34	30	35	21	120	...	120	120	...	120	120
Marion.. . . .	26	27	29	26	25	31	24	35	33	41	34	33	45	20	20	45	20	20
Monroe.. . . .	30	32	51	29	26	26	25	61	68	139	58	45	42	46	46	42	46	46
Nassau.. . . .	25	25	24	25	26	29	25	32	30	28	31	36	55	29	29	55	29	29
Orange.. . . .	29	30	40	28	27	32	26	45	44	91	34	47	69	39	39	69	39	39
Osceola.. . . .	28	28	31	26	24	24	...	46	48	62	35	30	30	...	...	30	30	...
Pasco.. . . .	28	28	34	24	32	32	...	46	40	61	28	124	124	...	...	124	124	...
Polk.. . . .	28	28	30	26	28	29	28	41	39	50	33	57	64	53	53	64	53	53
Putnam.. . . .	29	28	30	27	30	34	26	45	37	44	33	63	84	41	41	84	41	41
St. Johns.. . . .	28	29	36	27	26	32	21	61	63	101	56	53	58	50	50	58	50	50
Santa Rosa.. . . .	25	25	26	23	28	31	27	37	34	38	30	56	68	48	48	68	48	48
Sumter.. . . .	27	28	33	26	23	24	22	45	45	56	40	46	38	68	68	46	38	68
Suwannee.. . . .	26	26	28	23	28	33	23	37	33	41	24	51	81	24	24	81	24	24
Taylor.. . . .	25	25	27	21	28	27	28	30	27	30	20	57	64	49	49	64	49	49
Volusia.. . . .	27	27	30	26	27	29	24	39	36	46	33	50	60	34	34	60	34	34
Wakulla.. . . .	31	34	37	24	24	25	22	39	41	46	24	33	38	23	23	38	23	23
Walton.. . . .	22	22	23	20	28	28	23	22	15	15	15	78	88	20	20	88	20	20
Washington.. . . .	29	29	31	26	28	30	21	36	33	34	32	51	61	23	23	61	23	23

TABLE XII.—Showing, (1) One Mill Tax Returned to Each County for Every Dollar Paid by it; (2) Visits of County Superintendents; (3) Cost of County Superintendent Compared with Total Salaries of His Teachers; (4) Per Capita Cost of the Public Schools.

1897-98. COUNTIES	One Mill Tax Returned Each County for Every \$1 Paid.	County Supts.		Per Capita Cost of Public Schools Counting Both Races.			
		Visits Made.	Per cent. of Cost of All Teachers.	Per Inhabitant, Cen- sus of 1885.	Per Youth of School Age.	Per Pupil Enrolled.	Per Pupil in Daily Attendance.
In State.....		2,900	.062	\$ 1.58	\$ 4.82	\$ 6.78	\$ 9.38
Alachua.....	1.60	103	.044	1.35	4.21	6.54	9.15
Baker.....	1.51	40	.087	1.50	4.05	4.54	6.77
Bradford.....	1.52	96	.070	1.28	4.16	4.59	6.88
Brevard.....	.46	68	.091	3.75	13.79	15.23	22.14
Calhoun.....	1.22	40	.106	1.46	4.41	6.58	10.15
Citrus.....	.62	38	.096	2.29	10.76	13.55	17.81
Clay.....	1.34	53	.085	1.90	5.75	6.45	9.21
Columbia.....	1.65	78	.054	1.39	3.99	5.06	7.71
Dade.....	.32	43	.063	3.81	19.79	17.16	26.78
DeSoto.....	1.24	42	.053	2.57	6.70	7.76	10.81
Duval.....	.73	93	.033	1.87	6.20	9.83	13.99
Escambia.....	.79	108	.060	1.51	4.84	7.58	10.95
Franklin.....	.59	8	.043	1.09	5.05	8.38	12.46
Gadsden.....	3.00	76	.075	.72	1.94	2.70	4.06
Hamilton.....	1.56	66	.072	1.04	3.33	5.00	7.95
Hernando.....	.60	58	.091	2.68	7.50	11.09	16.26
Hillsborough.....	.63	110	.054	1.50	5.82	9.43	13.20
Holmes.....	2.33	129	.141	.69	1.82	2.41	4.81
Jackson.....	2.53	.....	.076	.72	2.06	2.83	4.36
Jefferson.....	2.48	29	.067	.91	2.09	3.57	5.00
Lafayette.....	1.44	46	.072	1.60	4.93	5.90	8.96
Lake.....	.77	67	.076	2.39	8.75	10.08	14.62
Lee.....	.31	22	.147	2.36	7.76	11.14	16.37
Leon.....	1.88	79	.096	1.11	2.35	5.45	7.27
Levy.....	1.38	64	.068	1.67	4.99	7.10	10.56
Liberty.....	1.65	17	.092	1.33	4.03	5.72	8.76
Madison.....	2.31	31	.072	1.20	2.76	3.84	5.90
Manatee.....	1.13	48	.091	3.57	10.94	10.85	17.79
Marion.....	1.15	120	.036	1.63	4.61	6.02	9.02
Monroe.....	1.17	36	.051	.80	2.97	6.40	9.46
Nassau.....	.95	19	.060	2.54	8.16	11.27	17.04
Orange.....	.75	97	.054	2.22	8.94	9.85	13.90
Osceola.....	.67	24	.077	3.16	9.89	12.16	17.59
Pasco.....	.88	76	.086	2.98	9.80	11.68	15.09
Polk.....	.88	105	.045	2.53	8.15	9.27	12.30
Putnam.....	.85	74	.056	1.60	5.22	7.25	10.34
St. Johns.....	.59	91	.063	2.67	9.50	12.46	19.33
Santa Rosa.....	1.78	89	.072	1.29	3.28	4.70	6.52
Sumter.....	1.02	155	.075	1.78	5.37	6.32	9.69
Swannee.....	1.88	80	.050	1.36	3.67	4.84	7.70
Taylor.....	2.23	37	.097	1.43	3.85	4.67	8.03
Volusia.....	.74	71	.061	1.83	8.31	9.62	12.68
Wakulla.....	2.08	35	.084	1.28	3.84	4.42	6.97
Walton.....	1.53	73	.062	1.27	3.41	4.20	6.72
Washington.....	1.68	71	.059	1.24	3.40	3.98	5.99

*Discrepancy due to great increase in population since last census.

TABLE XIII.—Showing, (1) Average Number of Days the Schools Were Taught With Counties Arranged in Order of Longest Term; (2) Average Number of Days Schooling Given for Every Child 6 to 21.

Average Length of School Term in Days.						Average Number of Day's Schooling Given for Every Child 6 to 21.						
Rank.	1897-98. Counties.	Both Races.	Counties.	Whites Alone.	Counties.	Negroes Alone.	Counties.	Both Races.	Counties.	Whites Alone.	Counties.	Negroes Alone.
	In State.....	104		106		99		50		57		41
1	Franklin.....	160	Franklin.....	160	Franklin.....	160	Dade.....	103	Orange.....	90	Dade.....	218
2	Monroe.....	157	Monroe.....	156	Monroe.....	160	Orange.....	92	Volusia.....	86	Orange.....	94
3	St. Johns.....	148	St. Johns.....	145	St. Johns.....	156	Volusia.....	79	Dade.....	84	St. Johns.....	84
4	Orange.....	142	Orange.....	142	Orange.....	144	Manatee.....	77	Duval.....	81	Polk.....	82
5	Dade.....	139	Duval.....	141	Dade.....	140	Lake.....	73	Manatee.....	79	DeSoto.....	75
6	Duval.....	132	Dade.....	139	Duval.....	123	St. Johns.....	73	Franklin.....	73	Lake.....	74
7	Hillsborough.....	129	Hillsborough.....	132	Escambia.....	119	Brevard.....	71	Lake.....	72	Brevard.....	72
8	Escambia.....	126	Escambia.....	130	Hillsborough.....	115	Polk.....	70	Brevard.....	71	Volusia.....	68
9	Lake.....	121	Lake.....	125	Lake.....	113	Osceola.....	66	Polk.....	69	Pasco.....	65
10	Volusia.....	121	Hernando.....	124	Volusia.....	113	Franklin.....	64	Hernando.....	68	Lafayette.....	57
11	Osceola.....	116	Volusia.....	124	Alachua.....	111	DeSoto.....	62	Leon.....	68	Monroe.....	54
12	Brevard.....	115	Jefferson.....	120	Polk.....	110	Duval.....	59	Osceola.....	68	Washington.....	54
13	Putnam.....	114	Osceola.....	119	Brevard.....	109	Pasco.....	59	St. Johns.....	68	Calhoun.....	53
14	Alachua.....	113	Putnam.....	119	Leon.....	108	Putnam.....	58	Citrus.....	64	Franklin.....	53
15	Hernando.....	111	Leon.....	117	Putnam.....	108	Citrus.....	57	Escambia.....	64	Osceola.....	53
16	Leon.....	110	Alachua.....	116	DeSoto.....	100	Escambia.....	56	DeSoto.....	62	Putnam.....	53
17	Polk.....	106	Brevard.....	116	Nassau.....	100	Hillsborough.....	56	Putnam.....	62	Sumter.....	52
18	Manatee.....	104	Manatee.....	106	Sumter.....	100	Sumter.....	55	Jefferson.....	61	Baker.....	51
19	DeSoto.....	101	Polk.....	105	Calhoun.....	99	Alachua.....	52	Wakulla.....	61	Lee.....	49
20	Levy.....	101	Levy.....	102	Levy.....	99	Hernando.....	51	Alachua.....	60	Marion.....	48
21	Nassau.....	101	Nassau.....	102	Marion.....	99	Marion.....	51	Hillsborough.....	59	Hillsborough.....	47
22	Sumter.....	100	DeSoto.....	101	Osceola.....	97	Wakulla.....	51	Pasco.....	58	Nassau.....	47

23 Marion.....	99 Marion.....	100 Washington....	87 Washington....	51 Jackson	57 Alachua.....	46
24 Calhoun.....	95 Sumter.....	100 Wakulla.....	86 Clay.....	49 Sumter.....	57 Clay.....	44
25 Citrus.....	95 Citrus.....	98 Gadsden.....	82 Moore.....	49 Marion.....	54 Escambia.....	44
26 Wakulla.....	92 Jackson.....	95 Columbia.....	81 Levy.....	48 Levy.....	53 Manatee.....	44
27 Jefferson.....	90 Wakulla.....	95 Jackson.....	81 Nassau.....	48 Bradford.....	50 Duval.....	43
28 Pasco.....	90 Gadsden.....	94 Baker.....	80 Bradford.....	47 Clay.....	50 Levy.....	39
29 Washington....	90 Calhoun.....	93 Citrus.....	80 Lafayette.....	46 Washington	50 Wakulla.....	39
30 Jackson.....	89 Pasco.....	91 Hernando.....	80 Baker.....	44 Gadsden	49 Bradford.....	38
31 Santa Rosa.....	87 Washington	91 Jefferson.....	80 Santa Rosa.....	44 Nassau.....	49 Columbia.....	38
32 Gadsden.....	86 Santa Rosa.....	90 Lafayette.....	80 Columbia.....	43 Columbia.....	48 Taylor.....	38
33 Columbia.....	84 Suwannee.....	89 Lee.....	80 Jackson.....	42 Santa Rosa.....	48 Gadsden.....	37
34 Lafayette.....	84 Columbia.....	86 Liberty.....	80 Calhoun.....	41 Suwannee	48 Walton.....	35
35 Suwannee.....	84 Liberty.....	85 Walton.....	80 Gadsden.....	41 Monroe.....	47 Citrus.....	34
36 Liberty.....	83 Lafayette.....	84 Bradford.....	79 Suwannee.....	40 Lafayette.....	46 Santa Rosa.....	34
37 Lee.....	80 Lee.....	80 Clay.....	79 Walton.....	40 Liberty.....	44 Jefferson.....	32
38 Walton.....	79 Bradford.....	78 Santa Rosa.....	79 Lee.....	38 Baker.....	43 Leon.....	32
39 Bradford.....	78 Clay	78 Suwannee.....	78 Liberty.....	38 Madison.....	42 Suwannee.....	32
40 Clay.....	78 Walton.....	78 Taylor.....	78 Jefferson.....	37 Walton.....	41 Liberty.....	31
41 Taylor.....	77 Hamilton	77 Pasco.....	74 Taylor.....	37 Calhoun.....	38 Holmes.....	30
42 Baker.....	74 Taylor.....	77 Holmes.....	71 Leon.....	36 Lee	38 Jackson.....	30
43 Hamilton.....	74 Baker.....	73 Manatee.....	71 Hamilton.....	31 Taylor	37 Hernando	27
44 Holmes.....	65 Madison.....	73 Hamilton.....	68 Madison.....	30 Hamilton.....	34 Hamilton.....	25
45 Madison.....	65 Holmes.....	65 Madison.....	68 Holmes.....	25 Holmes	24 Madison.....	24

TABLE XIV.—Showing Aggregate Salaries Paid Teachers.

1897-98. COUNTIES	Both Races.	White.	Negro.	Males.		Females.	
				White.	Negro.	White.	Negro.
In State.....	\$528,871.63	\$421,028.62	\$107,843.01	\$168,791.10	\$ 54,433.66	\$252,237.52	\$ 53,409.35
Alachua.....	27,476.20	19,504.30	535.00	2,569.50	535.00	1,015.50	.....
Baker.....	4,120.00	3,585.00	7,971.90	8,112.00	4,242.45	11,392.50	3,729.45
Bradford.....	8,833.25	7,993.25	840.00	4,660.75	840.00	3,332.50	.....
Brevard.....	10,000.50	8,645.50	1,355.00	1,841.50	960.00	6,804.00	395.00
Calhoun.....	3,615.25	2,921.25	694.00	1,122.75	694.00	1,798.50	.....
Citrus.....	6,330.00	5,550.00	780.00	2,015.00	500.00	3,535.00	280.00
Clay.....	7,209.00	5,965.00	1,235.00	2,571.25	755.00	3,393.75	480.00
Columbia.....	11,083.00	7,968.00	3,115.00	3,920.00	1,470.00	4,048.00	1,615.00
Dade.....	7,881.50	6,569.50	1,312.00	1,807.50	752.00	4,762.00	560.00
DeSoto.....	13,582.75	13,257.75	325.00	8,485.25	325.00	4,772.50	.....
Duval.....	47,641.25	32,912.25	14,729.00	8,973.00	4,710.50	23,939.25	10,018.50
Escambia.....	21,717.20	16,499.30	5,217.90	2,428.25	2,119.45	14,071.05	3,098.45
Franklin.....	3,450.00	2,850.00	600.00	1,040.00	240.00	1,810.00	360.00
Gadsden.....	8,156.50	5,743.00	2,413.50	2,220.00	1,559.50	3,523.00	854.00
Hamilton.....	7,034.00	5,462.75	1,571.25	2,915.00	1,196.25	2,547.75	375.00
Hernando.....	5,492.50	4,902.50	590.00	1,395.00	515.00	3,507.50	75.00
Hillsborough.....	39,049.25	34,834.25	4,215.00	11,600.25	1,895.00	23,234.00	2,320.00
Holmes.....	3,444.35	3,265.85	178.50	2,177.35	178.50	1,088.49	.....
Jackson.....	13,236.00	10,708.00	2,528.00	5,310.00	1,997.50	5,398.00	530.50
Jefferson.....	8,745.00	6,169.00	2,576.00	2,820.00	1,516.00	3,349.00	1,060.00

Lafayette...	4,970.25	4,870.25	100.00	2,935.00	100.00	1,935.25	.....
Lake...	16,820.35	14,193.75	2,626.60	5,415.00	1,722.60	8,778.75	904.00
Lee...	2,945.00	2,805.00	140.00	933.75	.....	1,871.25	140.00
Leon...	14,395.00	8,200.00	6,195.00	2,855.00	2,845.00	5,345.00	3,350.00
Levy...	8,814.25	7,278.25	1,536.00	3,354.00	1,188.00	3,924.25	348.00
Liberty...	1,785.00	1,365.00	420.00	845.00	340.00	520.00	80.00
Madison...	11,298.75	8,802.50	2,496.25	5,406.75	1,991.25	3,395.75	505.00
Manatee...	7,912.00	7,724.50	187.50	4,839.50	.....	2,885.00	187.50
Marion...	24,342.50	15,941.50	8,401.00	5,769.00	2,000.00	10,172.50	6,401.00
Monroe...	10,170.00	7,010.00	3,160.00	1,420.00	1,440.00	5,590.00	1,720.00
Nassau...	10,532.50	7,157.50	3,375.00	1,750.00	1,200.00	5,407.50	2,175.00
Orange...	23,063.46	18,613.51	4,449.95	4,749.50	1,514.75	13,864.01	2,935.20
Osceola...	7,124.75	6,608.75	516.00	3,247.25	516.00	3,361.50	.....
Pasco...	7,722.25	7,184.75	537.50	3,166.00	537.50	4,018.75	.....
Polk...	22,795.00	20,950.00	1,845.00	8,405.00	760.00	12,545.00	1,065.00
Putnam...	16,098.75	11,188.75	4,910.00	3,630.00	2,650.00	7,558.75	2,260.00
St. Johns...	12,065.00	9,422.50	2,642.50	3,131.25	1,022.50	6,291.25	1,620.00
Santa Rosa...	8,870.41	7,964.75	905.66	4,293.25	266.66	3,671.50	639.00
Sumter...	7,999.00	6,374.00	1,625.00	2,240.00	1,261.25	4,134.00	363.75
Suwannee...	11,955.75	9,190.75	2,765.00	5,036.25	1,580.00	4,154.50	1,185.00
Taylor...	3,215.75	3,131.75	84.00	2,592.50	54.00	539.25	30.00
Volusia...	16,387.25	12,755.50	3,611.75	3,780.00	2,466.75	8,975.50	1,145.00
Wakulla...	3,050.25	2,359.00	691.25	1,934.00	516.25	425.00	175.00
Walton...	7,971.91	7,051.91	920.00	3,888.74	840.00	3,163.17	80.00
Washington...	8,498.00	7,578.00	920.00	5,190.00	620.00	2,388.00	300.00

TABLE XV.—Showing Taxation for Education for the School Year 1897-98.

1897-98. COUNTIES	Assessed Value of Real and Personal Property for 1897.	State One Mill Tax.		County Tax.			Per cent. of Taxes Collected.		Polls.	
		Levied in 1897.	Taxes 1897 Collected.	Mills Levied.	Am't Levied.	Am't Collected.	One Mill.	County School.	Assessed.	Collected.
In State.....	\$95,117,156.36	\$95,117.17	\$87,683.13		\$462,006.57	\$345,959.85	92	75	\$68,068	\$31,721
Alachua.....	3,895,674.59	3,895.67	3,639.77	5	19,478.37	17,965.04	93	92	4,389	1,837
Baker	598,545.00	598.55	588.37	5	2,992.72	2,886.42	98	96	465	282
Bradford.....	1,587,153.00	1,587.15	1,488.84	4%	7,538.98	7,288.96	94	97	1,203	852
Brevard.....	2,547,577.00	2,547.58	2,192.83	5	12,737.89	9,829.45	86	77	1,579	508
Calhoun.....	542,034.00	542.03	541.08	5	2,710.17	2,229.33	100	82	546	314
Citrus.....	1,464,930.00	1,464.93	1,280.34	5	7,324.65	5,918.37	87	81	624	332
Clay.....	1,088,223.00	1,088.22	1,007.56	4	4,352.89	2,660.90	93	61	770	473
Columbia.....	2,022,754.80	2,022.75	1,841.45	5	10,113.77	7,574.13	91	75	2,502	1,023
Dade.....	2,156,587.00	2,156.59	2,041.60	5	10,782.93	10,215.42	95	95	647	345
DeSoto.....	2,105,408.00	2,105.41	1,715.52	5	10,527.04	8,216.71	81	78	1,647	672
Duval.....	8,939,685.00	8,939.69	8,045.02	5	44,698.43	31,529.46	90	71	9,216	973
Escambia.....	4,569,677.00	4,569.68	4,497.07	5	22,848.40	16,272.12	98	71	3,436	1,166
Franklin.....	859,493.29	859.49	859.49	5	4,297.47	1,721.60	100	40	921	3
Gadsden.....	1,082,203.00	1,082.20	1,051.89	5	5,411.02	4,993.53	97	92	1,420	885
Hamilton.....	1,254,991.00	1,254.99	1,179.28	3%	4,392.47	3,165.93	94	72	1,235	721

Hernando..	1,015,477.78	1,015.48	935.99	5	5,077.38	3,363.81	92	66	506	240
Hillsborough..	7,928,830.00	7,928.83	7,275.94	5	39,644.15	27,407.24	92	69	3,800	2,612
Holmes..	595,518.00	595.52	565.58	5	2,977.59	2,590.18	95	87	1,105	626
Jackson..	1,890,464.64	1,890.46	1,760.33	5	9,302.32	8,919.25	95	96	2,228	1,785
Jefferson ..	1,526,319.78	1,526.32	1,477.93	5	7,631.59	7,327.00	97	96	3,202	6
Lafayette ..	697,590.00	697.59	663.34	5	3,487.95	3,233.18	95	93	837	496
Lake.....	2,604,847.00	2,604.85	2,320.01	5	13,024.33	11,062.07	89	85	1,511	807
Lee ..	1,379,297.00	1,379.30	1,270.87	4 1/2	5,862.01	4,917.45	92	84	506	308
Leon.....	2,169,245.00	2,169.25	2,163.14	5	10,846.23	10,789.42	100	99	1,361	540
Levy ..	1,221,370.00	1,221.37	1,177.73	5	6,106.85	4,974.20	96	81	675	589
Liberty..	318,699.00	318.70	270.22	4	1,274.79	1,218.32	85	96	234	129
Madison..	1,565,526.00	1,565.53	1,550.74	4	6,262.10	5,682.59	99	91	1,842	1,141
Manatee..	1,303,203.00	1,303.20	1,046.14	5	6,516.02	3,035.57	80	47	467	181
Marion ..	4,822,169.43	4,822.17	4,324.59	5	24,110.85	9,464.68	90	39	3,210	621
Monroe..	1,873,830.00	1,873.83	1,662.40	5	9,369.15	8,367.02	89	89	928	367
Nassau ..	1,989,919.00	1,989.92	1,841.38	5	9,949.59	7,398.04	93	74	818	460
Orange.....	3,887,441.00	3,887.44	3,486.09	4 1/2	18,465.34	12,131.47	90	66	1,509	1,164
Osceola ..	1,512,077.15	1,512.08	1,316.65	5	7,560.39	5,364.83	87	71	129	755
Pasco.....	1,417,139.33	1,417.14	1,271.89	5	7,085.69	6,171.50	90	87	767	498
Polk.....	3,618,950.00	3,618.95	3,327.68	5	18,094.75	15,767.70	92	87	1,437	1,188
Putnam..	2,966,876.00	2,966.88	2,753.53	4 1/2	13,350.94	7,462.46	93	56	1,356	1,243
St. Johns..	2,585,786.49	2,585.79	2,504.38	5	12,928.93	11,691.79	97	90	1,378	733
Santa Rosa..	1,416,745.00	1,416.75	1,416.75	5	7,083.73	3,320.92	100	47	867	208
Sumter..	1,579,363.35	1,579.36	1,358.36	5	7,896.81	5,594.05	86	71	864	51
Suwannee..	1,684,672.18	1,684.67	1,621.42	5	8,423.36	5,220.42	96	62	1,617	1,145
Taylor ..	449,470.00	449.47	388.19	4 1/2	2,022.62	1,413.78	86	70	550	228
Volusia..	3,097,430.00	3,097.43	2,919.68	5	15,487.15	9,429.26	94	61	651	610
Wakulla..	466,568.00	466.57	454.68	5	2,332.84	1,399.63	97	60	583	400
Walton....	1,531,312.76	1,531.31	1,329.11	3 1/2	4,359.59	4,264.71	87	98	1,015	407
Washington..	1,316,083.99	1,316.08	1,248.28	4	5,264.33	4,510.04	95	86	1,175	716

TABLE XVI.—Showing Total Receipts and Sources from Which School Funds Were Derived.

1897-98. COUNTIES.	Total.	Balance Cash on Hand.	Interest on Permanent Fund.	State one Mill Tax.		County Levy.	Back Taxes 1896-97-98.	Poll Tax.		County Examina- tion Fees.	Non-Resident Pupils	Sub-District Tax.	From all Other Sources.
				Apportion- ment Nov., 1897.	Apportion- ment May, 1898.			1897.	1896 and Previous Years.				
In State....	\$683,568.09	\$52,832.08	\$34,738.50	\$48,633.90	\$48,633.90	\$345,959.85	\$67,887.03	\$31,721	\$7,541	\$1,973.00	\$546.04	\$18,254.06	\$24,847.74
Alachua..	31,955.88	1,457.80	2,077.50	2,908.50	2,908.50	17,965.04	438.96	1,837	458	112.00	55.29	668.29	1,069.00
Baker ..	5,328.08		318.00	445.20	445.20	2,886.42	739.21	282	4	33.00		175.05	
Bradford ..	12,648.92		814.50	1,140.30	1,140.30	7,288.96	41.07	852	774	73.00		524.79	
Brevard..	12,945.01	47.37	362.00	506.80	506.80	9,829.45	1,041.69	508	61	26.00			55.90
Calhoun..	6,812.70	2,442.23	236.00	330.40	330.40	2,229.33	508.09	314	80	7.00		110.00	225.25
Citrus....	10,988.61	1,007.12	283.50	396.90	396.90	5,918.37	291.99	332	112	21.00		2,153.83	75.00
Clay ..	7,541.17	88.94	484.00	677.60	677.60	2,660.90	1,971.25	473	50		111.10		348.78
Columbia..	15,775.06	1,516.25	1,084.00	1,517.60	1,517.60	7,574.13	1,155.78	1,023	139	64.00		123.70	60.00
Dade....	14,499.89	2,882.01	233.50	326.90	326.90	10,215.42	62.04	245		14.00			194.12
DeSoto..	22,810.80	6,864.60	761.50	1,066.10	1,066.10	8,216.71	2,816.43	672		41.00	15.00	651.49	69.87
Duval... ..	45,135.22	10.83	2,107.50	2,950.50	2,950.50	31,529.46	3,159.84	973	48	148.00			1,257.59
Escambia..	30,552.75	1,476.96	1,275.00	1,785.00	1,785.00	16,272.12	5,573.27	1,166	914	45.00	20.00		239.40
Franklin..	4,158.83	478.73	182.50	255.50	255.50	1,721.60	985.00	3	272	5.00			
Gadsden..	11,662.99	64.77	1,128.00	1,579.20	1,579.20	4,993.53	1,374.74	885		51.00			7.55
Hamilton..	6,943.47		658.50	921.90	921.90	3,165.93		721		68.00		286.76	199.48
Hernando ..	7,198.34	83.32	202.00	282.80	282.80	3,363.81	769.67	240	24	12.00		1,448.75	489.19
Hillsborough..	47,689.58	382.89	1,625.00	2,275.00	2,275.00	27,407.24	9,974.45	2,612	1,040	68.00			30.00
Holmes..	5,014.18		470.00	658.00	658.00	2,590.18		626		12.00			
Jackson..	16,758.35		1,589.50	2,225.30	2,225.30	8,919.25		1,735		64.00			
Jefferson..	13,844.94	71.64	1,308.50	1,831.90	1,831.90	7,327.00	419.00	765	178	81.00			31.00

Lafayette..	5,291.88	210.08	341.50	478.10	478.10	3,233.18	498	14.00	38.92
Lake..	24,975.13	5,639.28	636.00	890.40	890.40	11,062.07	807 204	58.00	579.19
Lee..	6,400.12	602.39	142.00	198.80	198.80	4,917.45	308	6.00	
Leon..	20,881.45	4,009.11	1,449.50	2,029.30	2,029.30	10,789.42	500	34.00	40.82
Levy..	13,370.13	1,284.88	582.50	815.50	815.50	4,974.20	589 431	36.00	500.05
Liberty..	2,203.60	187.01	159.50	223.30	223.30	1,218.32	129	8.00	55.17
Madison..	11,990.87	180.98	1,281.00	1,793.40	1,793.40	5,682.59	1,141	50.00	68.50
Manatee..	6,543.82	2.36	421.00	589.40	589.40	3,035.57	281 15	20.00 25.00	89.67
Marion..	35,571.80	954.43	1,772.00	2,480.80	2,480.80	9,464.58	621 1,162	139.00	1,223.33
Monroe..	11,763.40	38.31	696.50	975.10	975.10	8,367.02	367	11.00	333.37
Nassau..	14,008.92	60.29	625.00	875.00	875.00	7,398.04	460 51	67.00	938.40
Orange..	22,918.64		933.00	1,306.20	1,306.20	12,131.47	1,764 242	71.00	594.55
Osceola..	9,659.70	2,247.43	316.00	442.40	442.40	5,364.83	355 29	16.00	71.26
Pasco..	14,043.20	43.53	397.50	556.50	556.50	6,171.50	498 52	40.00	2,681.19
Polk..	31,775.62	2,977.40	1,045.00	1,463.00	1,463.00	15,767.70	1,188 276	62.00	4,030.45
Putnam..	17,351.45	1,370.46	837.50	1,172.50	1,172.50	7,462.46	1,343 190	71.00 29.55	128.57
St. Johns..	16,285.55	7.94	529.50	741.30	741.30	11,691.79	333 447	30.00	138.77
Santa Rosa..	11,259.41	.84	901.00	1,261.40	1,261.40	3,320.92	208 230	35.00	
Sumter..	10,910.48	659.87	496.00	694.40	694.40	5,594.05	571	32.00	2,168.76
Suwannee..	13,700.67		1,087.00	1,521.80	1,521.80	5,220.42	1,145 18	44.00	1,192.54
Taylor..	3,934.62	526.42	308.50	431.90	431.90	1,413.78	228	29.00	387.12
Volusia..	25,489.48	10,384.94	767.50	1,074.50	1,074.50	9,429.26	600	50.00	1,179.52
Wakulla..	4,801.71	1,704.48	337.00	471.80	471.80	1,399.63	400	17.00	
Walton..	8,716.23	896.19	728.50	1,019.90	1,019.90	4,264.71	407 40	58.00 30.10	2.70
Washington..	9,375.44		747.00	1,045.80	1,045.80	4,510.04	716	29.00 260.00	349.46

*Semi-annual Apportionment of One Mill Tax of May 15, 1897, Amount \$2,764, included.

†Semi-annual Apportionment of One Mill Tax of May 15, 1897.

TABLE XVII.—Showing Total Expenditures for Schools.

1897-98. COUNTIES.	Grand Total	On Debt of Previous Years.	Interest on Indebtedness.	Salaries of Teachers.	Salaries of County Superintendents.	Traveling Expenses of County Superintendents	Commissions of Treasurers.	Mileage and Per Diem of School Boards.	Incidental Expenses of Superintendents and Boards.	Teachers' Examinations.	Teachers' Institutes or Summer Schools.	For all Other Purposes.
In State.....	\$756,961.23	\$ 67,697.65	\$ 10,516.70	\$528,871.63	\$30,985.71	\$ 1,679.00	\$ 8,157.81	\$ 8,954.28	\$ 3,752.93	\$ 2,390.13	\$ 918.19	\$78,027.20
Alachua	88,197.33	4,415.96	427.02	27,476.20	1,200.00	.....	647.83	211.50	265.56	119.5	.....	8,483.51
Baker	5,561.81	267.76	.....	4,120.00	360.00	.....	99.54	148.80	65.51	59.70	.....	440.50
Bradford	12,164.67	292.36	318.66	8,838.25	600.00	15.76	326.93	211.80	36.36	92.50	.....	1,436.96
Brevard	17,610.92	3,522.00	538.47	10,000.50	900.00	15.00	.....	266.80	108.80	45.2	.....	2,214.15
Calhoun	4,780.91	.....	.....	3,615.25	354.00	30.00	69.42	213.40	198.99	14.85	.....	285.00
Citrus	10,189.78	857.00	77.80	6,330.00	600.00	9.70	335.46	129.00	30.00	43.80	.....	1,767.00
Clay	9,898.65	.....	.....	7,200.00	600.00	10.00	161.45	159.70	41.00	28.00	33.00	1,64.50
Columbia	17,998.72	375.96	175.92	11,083.00	600.00	.....	305.54	137.40	52.70	86.95	.....	5,181.16
Dade	12,666.48	.....	91.76	7,881.50	499.96	.....	.....	331.00	142.31	40.80	.....	3,619.15
DeSoto	16,516.95	192.15	.....	13,582.75	600.00	120.00	.....	276.00	92.06	47.30	.....	1,606.69
Duval	64,949.48	3,962.80	1,347.67	47,641.25	1,500.00	95.40	.....	289.18	285.09	113.44	21.5	9,593.30
Escambia	34,023.69	5,465.40	1,225.71	21,717.20	1,116.65	191.50	.....	294.50	185.93	53.90	.....	3,722.80
Franklin	4,882.73	.....	.....	2,450.00	150.00	.....	143.38	80.20	84.05	16.00	.....	969.10
Gadsden	9,802.04	619.11	.....	8,166.50	600.00	15.00	194.92	115.00	1.15	42.85	.....	61.71
Hamilton	10,392.52	2,305.43	.....	7,824.00	480.00	27.00	124.84	204.00	115.50	68.00	.....	22.75
Hernando	7,885.59	493.96	133.54	5,482.50	486.00	15.00	135.19	128.00	45.6	37.00	.....	918.73
Hillsborough	47,173.49	2,100.93	657.88	39,049.25	1,800.00	300.00	.....	77.00	57.20	74.50	80.00	2,976.73
Holmes	4,317.23	.....	.....	3,444.35	470.00	16.00	105.28	149.20	52.30	24.00	.....	56.00
Jackson	16,758.35	600.00	947.68	13,236.00	1,000.00	.....	332.30	418.60	46.00	87.00	.....	90.77
Jefferson	13,698.44	2,765.87	226.84	8,745.00	580.00	7.90	241.47	181.00	50.30	37.28	.....	863.29

Lafayette	6,039.42	.....	4,870.25	360.00	.....	135.43	264.70	8.00	21.50	.....	279.54
Lake	19,947.49	628.25	16,820.35	1,080.00	200.00	373.67	124.90	157.88	54.40	.....	506.04
Lee	5,256.63	800.00	2,945.00	262.50	71.00	109.00	104.00	142.07	13.00	.....	710.05
Leon	21,769.24	.....	14,395.00	1,350.00	25.00	360.36	127.20	35.40	63.80	.....	5,407.43
Levy	12,578.70	1,500.00	8,814.25	600.00	.....	213.14	243.00	69.54	36.00	.....	913.10
Liberty	2,767.80	340.54	1,785.00	150.00	14.12	44.73	177.40	6.00	20.01	.....	231.00
Madison	16,349.23	3,000.00	11,298.75	810.00	.....	245.97	169.20	183.06	59.40	.....	462.85
Manatee	13,667.74	3,763.57	7,912.00	720.00	.....	133.56	149.60	.....	81.80	.....	479.03
Marion	35,604.58	6,534.55	256.40	870.00	10.46	686.61	212.80	78.41	109.40	.....	2,508.45
Monroe	13,698.06	300.00	10,170.00	480.00	35.00	.....	74.00	50.10	11.00	.....	2,559.96
Nassau	22,425.22	8,006.59	966.81	616.60	13.85	258.76	286.35	189.00	96.50	135.00	1,832.86
Orange	27,687.12	1,800.33	23,063.46	1,200.00	36.50	586.54	206.40	69.97	78.45	7.00	469.25
Osceola	10,711.36	1,163.20	7,124.75	540.00	8.47	199.86	242.80	.....	15.00	.....	1,417.18
Pasco	13,976.88	4,246.19	476.99	650.00	13.60	227.52	130.60	19.50	63.70	.....	425.53
Polk	27,810.33	150.00	22,795.00	1,000.00	15.50	40.26	294.80	103.15	69.00	40.26	3,020.50
Putnam	18,153.45	825.54	16,098.75	900.00	.....	.....	220.80	74.37	40.50	.....	493.49
St. Johns	20,586.42	3,938.39	12,065.00	720.00	46.00	305.22	119.20	65.86	50.10	366.00	2,465.11
Santa Rosa	11,531.67	.....	8,870.41	600.00	39.65	.....	172.70	99.30	56.35	12.8	1,687.48
Sumter	9,678.11	.....	7,999.00	600.00	.....	.....	172.40	53.08	67.30	210.00	267.56
Suwannee	17,088.66	2,356.27	11,955.75	600.00	.....	259.25	252.20	.....	64.10	.....	811.78
Taylor	4,366.23	.....	3,215.75	300.00	11.45	85.66	186.60	83.91	54.40	.....	428.46
Volusia	20,999.63	216.67	16,367.25	800.00	200.00	385.80	285.55	186.68	62.70	.....	2,469.03
Wakulla	4,731.36	.....	3,060.25	220.00	35.00	87.15	168.40	45.20	19.20	.....	1,106.16
Walton	10,118.70	218.50	7,971.91	480.00	15.15	.....	203.50	21.79	47.45	.....	1,160.00
Washington	9,937.56	181.89	8,498.00	480.00	20.00	193.77	202.50	54.22	58.85	12.81	235.52

TABLE XVIII.—Distributing Expenditures "For All Other Purposes," in Table XVII.

1897-98. COUNTIES	Total.	School Lots.	New Buildings.	Repairs on Buildings.	Furniture.	Apparatus.	Insurance.	Rent.	Janitors.	Fuel.	Incidentals.	Free Text Books.	County Line Fugils.	All Unclassified Expenses.
In State.. . . .	\$73,027.20	\$ 1,319.26	\$22,396.71	\$11,967.42	\$ 8,496.65	\$ 6,660.28	\$ 1,566.86	\$ 2,140.31	\$ 3,634.97	\$ 1,269.72	\$ 4,714.72	\$ 1,480.85	\$ 242.10	\$ 7,135.25
Alachua.. . . .	3,433.51	25.00	1,631.57	282.45	1,283.62	.....	.....	.....	.....	.....	137.33	.....	.....	73.54
Baker.. . . .	440.50	15.00	348.00	50.00	10.00	.....	.....	16.00	.....	1.50	.....	.....	.....	.....
Bradford.. . . .	1,436.96	.....	125.00	276.78	.....	158.33	60.00	16.00	.....	.....	1.50	.....	99.35	700.00
Brevard.. . . .	2,214.15	.....	652.00	416.83	326.79	.....	.....	9.00	.....	.....	22.50	667.93	.....	119.10
Calhoun.. . . .	235.00	.....	25.00	.....	.....	280.00	.....	.....	.....	.....	.....	.....	.....	.....
Citrus.. . . .	1,767.00	.....	715.00	218.00	10.00	617.00	.....	.....	.....	.....	56.00	14.00	.....	137.00
Clay.. . . .	1,645.50	.....	175.00	29.90	102.92	962.50	.....	18.00	23.39	13.45	139.76	.....	34.00	146.58
Columbia.. . . .	5,181.26	5.00	4,353.70	104.59	165.78	300.00	124.00	.....	.....	.....	128.19	.....	.....	.....
Dade.. . . .	3,679.15	.....	1,703.75	113.24	714.33	279.56	246.45	147.44	79.40	13.00	321.98	.....	.....	.....
DeSoto.. . . .	1,606.69	.....	481.99	962.04	48.05	.....	23.50	20.00	20.95	1.25	48.91	.....	.....	.....
Duval.. . . .	9,593.30	8.75	615.81	3,161.30	1,180.12	.....	182.46	255.00	1,461.00	510.81	1,695.42	7.05	11.75	503.43
Escambia.. . . .	3,772.90	273.75	.....	1,119.29	603.35	.....	185.20	271.00	502.00	336.60	355.65	.....	.....	126.66
Franklin.. . . .	959.10	.....	.....	495.25	124.60	.....	30.00	21.00	98.00	39.80	140.45	.....	.....	10.00
Gadsden.. . . .	66.51	.....	.....	.....	.....	2.85	23.25	.....	.....	.....	30.00	.....	.....	10.41
Hamilton.. . . .	23.75	.....	.....	.....	20.00	.....	.....	.....	3.75	.....	.....	.....	.....	.....
Hernando.. . . .	918.73	5.00	224.37	7.85	18.00	.....	.....	.....	.....	.....	44.50	286.01	.....	333.00
Hillsborough.. . . .	2,976.73	.....	821.43	301.57	611.57	.....	50.50	628.00	284.98	39.40	164.78	.....	33.75	40.75
Holmes.. . . .	56.00	.....	.....	.....	.....	38.50	17.50	.....	.....	.....	.....	.....	.....	.....
Jackson.. . . .	90.77	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	90.77
Jefferson.. . . .	963.28	5.00	436.00	244.00	31.50	.....	50.00	25.00	1.00	.....	70.78	.....	.....	.....

[illegible]

TABLE XIX.—Showing, (1) Total Expenditure for Negro Schools, including Proportionate Cost of Administration Based on Enrollment; (2) Cost per Pupil.

1897-98. COUNTIES	Total.	Salaries of Teachers.	Cost of County Superintendent.	Expense County Boards.	Examinations and Summer Schools.	Lots, Buildings, Furniture, Etc.	Debt and Interest.	All Other Purposes.	Cost per Pupil Based on School:		
									Population.	Enrollment.	Average Attendance.
In State.....	\$171,485.56	\$107,843.01	\$ 10,912.28	\$ 4,066.91	\$ 1,114.12	\$ 10,066.10	\$ 28,300.59	\$ 9,182.55	\$ 2.58	\$ 4.20	\$ 6.20
Alachua.....	12,491.68	7,971.90	612.00	243.30	61.07	595.63	2,469.92	537.94	2.43	4.18	5.85
Baker.....	705.22	535.00	61.20	36.43	10.15	.....	45.52	16.92	3.12	3.39	4.90
Bradford.....	1,206.74	840.00	110.84	44.69	16.65	6.35	109.98	78.23	1.83	2.56	3.94
Brevard.....	2,454.96	1,355.00	192.15	78.88	9.49	54.81	739.62	25.01	10.31	10.46	15.74
Calhoun.....	896.56	694.00	58.32	94.85	3.42	.....	.....	15.97	3.72	5.27	6.95
Citrus.....	1,148.20	780.00	97.55	27.04	7.01	2.00	149.57	85.03	5.94	9.73	12.48
Clay.....	1,524.22	1,235.00	109.80	41.52	10.98	44.25	.....	82.76	4.12	5.41	7.40
Columbia.....	4,131.52	3,115.00	282.00	89.35	40.87	201.32	259.38	143.60	1.85	2.47	3.94
Dade.....	2,659.36	1,312.00	149.99	141.99	12.24	821.69	27.53	193.92	*29.22	*11.93	*18.73
DeSoto.....	364.82	325.00	21.60	11.04	1.42	.....	5.76	.....	5.98	6.08	7.93
Duval.....	21,178.28	14,729.00	813.65	343.88	68.74	920.97	2,708.34	1,593.70	3.39	6.34	9.66
Escambia.....	9,157.83	5,217.90	444.77	163.35	18.33	623.10	2,274.98	415.40	3.21	5.34	8.67
Franklin.....	943.80	600.00	58.50	64.06	6.24	92.45	.....	122.55	2.23	4.19	6.74
Gadsden.....	3,417.55	2,413.50	381.30	72.01	26.57	.....	378.27	145.90	1.63	1.52	2.23
Hamilton.....	2,638.31	1,571.25	162.24	102.24	21.76	.....	737.74	43.08	2.36	3.91	6.33
Hernando.....	1,363.28	590.00	160.32	55.58	11.84	195.72	200.80	149.02	3.16	6.09	9.34
Hillsborough.....	5,117.50	4,215.00	357.00	22.81	26.27	.....	469.00	27.42	3.28	5.97	7.95
Holmes.....	448.07	178.50	160.38	65.53	7.92	.....	.....	34.74	5.46	7.47	12.80
Jackson.....	4,148.29	2,528.00	460.00	213.72	40.02	.....	276.00	630.55	.97	1.63	2.61
Jefferson.....	6,081.72	2,576.00	440.93	173.43	27.96	385.00	2,244.16	234.19	1.15	2.12	2.91

Lafayette....	132.91	100.00	7.20	5.45	.43	15.50	.....	4.33	5.54	5.78	7.82
Lake....	3,400.37	2,626.60	358.40	79.18	15.23	.....	175.91	145.05	5.81	6.0	8.90
Lee....	213.78	140.00	17.34	9.84	.52	.....	32.00	14.08	9.23	10.63	15.27
Leon....	11,277.33	6,195.00	1,127.50	133.33	56.42	2,814.26	.....	90.82	1.3	3.44	4.9
Levy....	2,537.61	1,536.00	186.00	96.89	11.16	.....	517.60	189.96	2.88	4.66	7.31
Liberty..	710.63	420.00	62.37	69.69	7.60	.....	129.41	21.56	2.43	3.90	6.31
Madison....	4,979.32	2,496.25	437.40	190.22	32.08	5.75	1,684.80	132.82	1.34	2.17	3.19
Manatee..	398.77	187.50	28.80	5.98	1.27	.....	169.67	5.55	6.04	7.38	9.13
Marion....	15,334.48	8,401.00	519.47	171.81	64.55	1,534.08	4,006.66	636.91	3.36	4.37	6.86
Monroe....	3,927.61	3,160.00	159.65	38.47	3.41	25.50	98.58	442.00	2.94	5.92	8.76
Nassau....	9,000.80	3,375.00	302.62	228.17	111.31	370.95	4,302.43	310.32	6.74	9.37	14.22
Orange....	5,945.53	4,449.95	445.14	99.49	28.96	.....	710.84	211.15	5.13	5.92	8.80
Osceola....	807.04	516.00	60.33	26.71	1.65	.....	127.95	74.40	5.27	8.24	9.61
Pasco....	1,091.98	537.50	59.72	13.51	5.73	.....	425.09	50.4	11.14	10.49	12.0
Polk....	2,657.31	1,845.00	121.86	47.75	11.91	387.81	51.82	191.16	6.81	7.16	9.16
Putnam....	5,698.91	4,910.00	432.00	141.68	19.44	12.33	156.26	27.20	3.45	4.77	7.03
St. Johns....	4,988.86	2,642.50	268.10	64.77	145.64	24.10	1,534.03	509.12	7.24	8.72	13.37
Santa Rosa	1,467.35	905.66	134.33	57.12	14.52	238.00	.....	117.72	1.67	2.85	3.10
Sumter....	2,014.32	1,625.00	168.00	63.13	75.68	67.77	.....	14.74	4.06	4.13	7.84
Suwannee..	4,890.20	2,765.00	234.00	98.36	25.00	327.60	934.28	415.96	2.15	3.46	6.26
Taylor....	137.93	84.00	18.69	16.23	3.26	.....	.....	15.75	2.26	2.42	4.0
Volusia....	4,569.60	3,611.75	330.00	155.82	20.69	182.14	80.03	189.02	5.16	6.40	8.62
Wakulla....	1,041.98	691.25	99.45	83.30	7.49	117.12	.....	43.37	1.82	2.50	4.07
Walton....	1,052.84	920.00	64.37	29.34	6.17	.....	28.41	4.55	2.29	3.0	5.19
Washington	1,220.21	920.00	105.00	53.91	15.05	.....	33.20	88.05	2.09	2.35	3.33

*Discrepancy due to great increase in negro population since last census.

TABLE XX.—Showing Values of School Property Owned by County Boards.

1897-98. COUNTIES	Grand Total	Lots.			Buildings.			Furniture.			Apparatus.		
		Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State..	\$755,834	\$107,396	\$82,193	\$25,203	\$514,230	\$427,781	\$86,449	\$99,346	\$83,243	\$16,103	\$34,852	\$29,953	\$4,899
Alachua....	57,814	3,950	2,705	1,245	42,125	29,350	12,775	9,599	6,554	3,045	2,140	1,410	730
Baker....	3,060	205	185	20	2,170	2,015	155	340	320	20	345	320	25
Bradford..	11,140	1,195	1,085	110	8,580	8,060	520	.....	.....	.....	1,365	1,315	50
Brevard..	19,955	2,985	2,895	100	11,950	11,400	550	2,850	2,850	.....	2,160	2,025	135
Calhoun..	1,449	74	74	.....	980	980	.....	85	85	.....	310	270	40
Citrus....	10,755	445	435	10	7,100	6,950	150	1,755	1,585	170	1,455	1,360	95
Clay....	12,625	1,120	845	275	9,825	7,560	2,265	1,618	1,397	221	63	23	40
Columbia ..	14,705	825	615	210	11,420	10,395	1,025	1,350	1,055	295	1,110	810	300
Dade....	19,539	5,260	5,110	150	10,525	9,925	600	3,026	2,546	480	728	598	130
DeSoto ..	14,387	805	805	.....	10,870	10,870	.....	2,252	2,247	5	460	460	.....
Duval....	87,644	17,195	9,230	7,965	58,310	38,120	20,190	8,529	6,179	2,350	3,610	2,780	830
Escambia..	62,649	13,715	10,165	3,550	37,095	33,220	3,875	9,419	8,209	1,210	2,420	1,935	485
Franklin..	5,658	725	625	100	4,375	3,985	390	405	375	30	153	135	18
Gadsden..	7,555	.....	.....	.....	6,692	5,100	1,592	863	638	225	.....	.....	.....
Hamilton..	2,995	320	320	.....	2,110	2,110	.....	565	490	75	.....	.....	.....
Hernando ..	8,360	790	735	55	6,500	6,000	500	1,045	1,000	45	25	25	.....
Hillsborough..	37,728	5,185	5,185	.....	25,150	23,560	1,590	5,170	4,820	350	2,223	2,178	45
Holmes....	2,945	305	305	.....	1,865	1,865	.....	200	200	.....	575	575	.....
Jackson..	12,993	1,555	1,290	265	9,050	7,275	1,775	1,723	1,478	245	665	665	.....
Jefferson..	7,500	900	275	625	5,690	3,025	2,665	910	780	130	.....	.....	.....
Lafayette..	3,764	106	106	.....	2,315	2,300	15	741	736	5	602	595	7
Lake....	15,734	1,110	1,080	30	12,400	12,100	300	1,934	1,894	40	290	280	10
Lee....	8,930	765	765	.....	6,850	6,850	.....	1,005	1,005	.....	310	300	10
Leon....	24,446	3,223	2,153	1,070	17,293	12,276	5,017	2,689	1,253	1,416	1,241	734	507
Levy....	7,319	409	291	118	5,495	4,400	1,095	1,170	1,000	180	245	220	25

Liberty..	1,991	100	100	.....	1,530	1,530	.....	226	201	25	135	110	25
Madison..	8,891	1,050	990	60	5,755	5,035	720	1,546	1,317	229	540	515	25
Manatee..	13,320	940	940	.....	10,720	10,720	.....	1,660	1,660	.....	.....	.....	.....
Marion..	44,781	5,200	3,985	1,215	32,410	25,380	7,030	7,146	6,254	892	25	.....	25
Monroe..	26,395	10,950	7,450	3,500	10,750	9,250	1,500	3,630	2,630	1,000	1,065	765	200
Nassau..	17,104	2,840	1,970	870	12,550	9,005	3,545	1,226	1,016	219	488	268	120
Orange..	32,646	5,516	4,356	1,160	22,910	19,375	3,535	3,414	3,044	370	804	689	117
Osceola..	3,780	300	300	.....	2,755	2,755	.....	397	397	.....	328	328	.....
Pasco..	10,967	890	890	.....	8,290	8,290	.....	1,787	1,787	.....	.....	.....	.....
Polk..	17,965	485	445	40	11,805	11,075	730	4,265	4,195	70	1,410	1,370	40
Putnam..	10,930	2,295	2,230	65	6,400	4,050	2,350	1,930	1,230	700	305	205	100
St. Johns..	28,333	5,190	3,345	1,845	18,210	13,310	4,900	3,305	2,735	570	1,628	1,420	208
Santa Rosa..	11,157	1,000	825	175	7,450	5,950	1,500	1,092	1,092	.....	1,615	1,390	225
Sumter..	6,455	.....	.....	.....	5,235	4,635	600	1,220	995	225	.....	.....	.....
Suwannee..	12,305	1,000	895	105	8,815	7,725	1,090	2,155	1,520	635	335	335	.....
Taylor..	2,626	.....	.....	.....	2,095	2,085	10	.....	.....	.....	531	531	.....
Volusia..	27,965	5,540	5,345	195	18,540	17,640	900	3,300	2,880	420	585	490	95
Wakulla..	4,635	230	175	55	3,335	2,830	505	720	595	125	350	250	100
Walton..	2,362	68	68	.....	520	520	.....	74	74	.....	1,700	1,700	.....
Washington..	9,566	625	605	20	7,420	6,930	490	1,010	915	95	511	474	87

TABLE XXI.—Showing Character of School Property Owned by County Boards.

1897-98. COUNTIES	Grand Total.	Kinds of School Buildings.									Number of Rooms.		
		Brick.			Frame.			Log.			Total.	White.	Negro.
		Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.			
In State	2,121	14	11	3	1,855	1,435	420	252	192	60	2,705	2,075	630
Alachua	115	1	1	..	110	69	41	4	2	2	154	97	57
Baker	41	..	..	..	28	24	4	13	12	1	42	37	5
Bradford	54	..	..	..	52	44	8	2	1	1	69	60	9
Brevard	37	..	..	..	37	35	2	..	..	..	43	41	2
Calhoun	27	..	..	..	16	14	2	11	6	5	31	24	7
Citrus	35	..	..	..	35	29	6	..	..	..	41	35	6
Clay	48	..	..	..	44	40	4	4	3	1	58	50	8
Columbia	66	..	..	..	66	48	18	..	..	..	76	56	20
Dade	16	..	..	..	16	15	1	..	..	..	24	22	2
DeSoto	63	..	..	..	50	50	..	13	11	2	74	72	2
Duval	79	5	2	3	68	45	23	6	3	3	163	107	56
Escambia	65	..	..	..	60	44	16	5	2	3	103	76	27
Franklin	6	..	..	..	6	4	2	..	..	..	15	12	3
Gadsden	71	1	1	..	56	38	20	14	2	12	74	42	32
Hamilton	57	..	..	..	43	35	8	14	6	8	58	42	16
Hernando	17	..	..	..	17	14	3	..	..	..	28	23	5
Hillsborough	92	1	1	..	88	73	15	3	3	..	130	108	22
Holmes	24	..	..	..	17	17	..	7	7	..	24	24	..
Jackson	86	..	..	..	66	44	22	20	17	3	97	71	26
Jefferson	41	..	..	..	37	18	19	4	2	2	48	24	24
Lafayette	47	..	..	..	15	14	1	32	32	..	48	47	1
Lake	41	1	1	..	39	37	2	1	1	..	57	55	2
Lee	17	..	..	..	17	16	1	..	..	..	20	19	1
Leon	72	1	1	..	68	31	37	3	1	2	85	40	45
Levy	24	..	..	..	24	24	..	..	..	..	29	29	..
Liberty	5	..	..	..	4	4	..	1	1	..	5	5	..
Madison	79	..	..	..	62	46	16	17	12	5	82	60	22
Manatee	37	..	..	..	34	32	2	3	3	..	48	46	2
Marion	118	..	..	..	116	72	44	2	..	2	157	93	64
Monroe	11	..	..	..	11	9	2	..	..	..	31	22	9
Nassau	44	1	1	..	42	33	9	1	1	..	55	41	14
Orange	69	1	1	..	60	44	16	8	8	..	104	77	27
Osceola	15	..	..	..	13	13	..	2	2	..	20	20	..
Pasco	42	..	..	..	40	35	5	2	2	..	46	41	5
Polk	84	1	1	..	79	73	6	4	4	..	109	97	12
Putnam	26	..	..	..	26	20	6	..	..	..	43	29	14
St. Johns	31	1	1	..	29	25	4	1	1	..	46	36	10
Santa Rosa	18	..	..	..	18	16	2	..	..	..	27	22	5
Sumter	37	..	..	..	37	31	6	..	..	..	48	41	7
Suwannee	86	..	..	..	76	52	24	10	5	5	94	63	31
Taylor	35	..	..	..	12	12	..	23	22	1	35	34	1
Volusia	49	..	..	..	45	37	8	3	3	..	64	52	12
Wakulla	33	..	..	..	30	20	10	3	3	..	35	25	10
Walton	6	..	..	..	5	5	..	1	1	..	6	6	..
Washington	56	..	..	..	41	36	5	15	13	2	59	52	7

TABLE XXII.—Showing School Furnishings Owned by School Boards.

1897-98. COUNTIES.	*Whole No. of Desks.	Number Double Patent Desks.			Number Single Patent Desks.			Number Square Yards Good Blackboard Surface.		
		Total.	White.	Negro.	Total.	White.	Negro.	Total.	White.	Negro.
In State..	22,441	16,694	13,405	3,289	5,747	4,999	748	35,420	29,121	6,299
Alachua..	2,124	1,841	1,194	647	283	145	138	1,368	1,042	326
Baker..	16	16	16	.....	.....	.....	.....	119	112	7
Bradford..	146	146	146	.....	.....	.....	.....	514	479	35
Brevard..	598	481	471	10	117	117	.....	534	498	36
Calhoun..	.....	.....	.....	.....	.....	.....	.....	60	51	9
Citrus..	450	450	397	53	.....	.....	.....	358	333	25
Clay..	213	178	117	61	35	35	.....	343	280	63
Columbia..	217	217	217	.....	.....	.....	.....	625	483	142
Dade..	713	50	50	.....	663	505	158	187	158	29
DeSoto..	289	289	289	.....	.....	.....	.....	539	527	12
Duval..	3,053	2,246	1,307	939	807	807	.....	2,225	1,524	701
Escambia..	2,007	1,841	1,617	224	166	156	10	869	703	166
Franklin..	10	.....	.....	.....	10	10	.....	119	94	25
Gadsden..	85	76	76	.....	9	9	.....	247	189	58
Hamilton..	.....	.....	.....	.....	.....	.....	.....	538	461	77
Hernando..	189	139	139	.....	50	50	.....	582	286	296
Hillsborough..	851	780	780	.....	71	71	.....	1,096	1,023	73
Holmes..	.....	.....	.....	.....	.....	.....	.....	220	220	.....
Jackson..	166	160	160	.....	6	6	.....	673	479	194
Jefferson..	231	231	231	.....	.....	.....	.....	325	245	80
Lafayette..	44	42	42	.....	2	2	.....	192	190	2
Lake..	598	498	498	.....	100	100	.....	877	864	13
Lee..	334	62	62	.....	272	272	.....	190	190	.....
Leon..	448	448	166	282	.....	.....	.....	960	500	460
Levy..	60	60	60	.....	.....	.....	.....	3,402	2,572	830
Liberty..	92	.....	.....	.....	92	92	.....	61	38	23
Madison..	95	79	79	.....	16	16	.....	629	567	62
Manatee..	403	385	385	.....	18	18	.....	2,354	2,354	.....
Marion..	1,918	1,874	1,399	475	44	44	.....	1,417	979	438
Monroe..	667	667	473	194	.....	.....	.....	3,302	2,442	860
Nassau..	156	156	156	.....	.....	.....	.....	312	211	101
Orange..	924	573	503	70	351	317	34	854	704	150
Osceola..	106	106	106	.....	.....	.....	.....	99	98	1
Pasco..	235	219	219	.....	16	16	.....	270	270	.....
Polk..	650	418	418	.....	232	232	.....	771	732	39
Putnam..	591	30	30	.....	561	307	254	896	627	269
St. Johns..	841	141	34	107	700	700	.....	542	453	89
Santa Rosa..	259	233	233	.....	26	26	.....	510	500	10
Sumter..	716	716	564	152	.....	.....	.....	4,105	3,765	340
Suwannee..	175	175	175	.....	.....	.....	.....	503	448	55
Taylor..	30	30	30	.....	.....	.....	.....	173	173	.....
Volusia..	1,463	469	420	49	994	845	149	677	606	71
Wakulla..	135	98	98	.....	37	37	.....	576	452	124
Walton..	.....	.....	.....	.....	.....	.....	.....	49	49	.....
Washington..	143	74	48	26	69	64	5	158	150	8

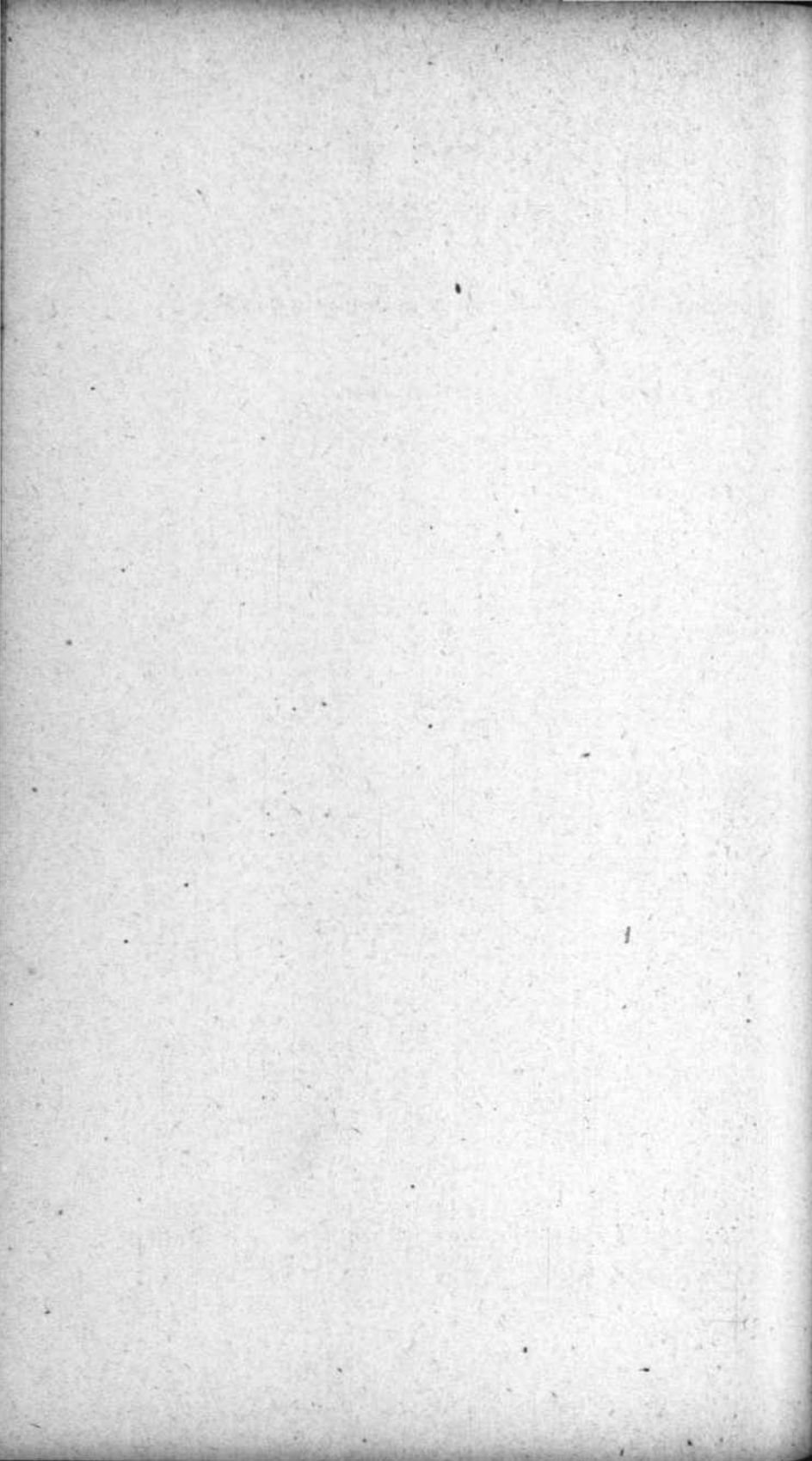
*Does not include home-made desks or property not owned by County Boards.

TABLE XXIII.—Showing Financial Condition of County School Boards.

1897-98. COUNTIES	Total Receipts, Excluding Sub-District Funds and Borrowed Money.	Total Warrants Issued During the Year.	Net Debt Created During the Year.	Warrants of the Year Unpaid July 1, 1898.	Borrowed Money of the Year Unpaid.	Old Debts Unpaid.	Total Indebtedness, July 1, 1898.	Cash on Hand.	Net Cash over Liabilities, in Treasury July 1, 1898.	Actual Indebtedness of the County Board, July 1, 1898.
In State.....	\$665,543.44	\$736,951.23	\$ 94,621.62	\$ 83,634.26	\$ 34,925.74	\$ 46,679.12	\$165,139.12	\$ 43,971.01	\$ 20,647.0	\$151,915.09
Alachua.....	31,267.59	38,197.31	6,929.74	9,172.43	.....	1,600.00	10,672.43	2,262.69	.....	8,409.74
Baker.....	5,153.03	5,561.81	408.78	408.78	.....	.....	408.78	.....	.....	408.78
Bradford.....	12,124.13	12,164.67	40.54	.....	2,124.63	.....	2,124.63	2,084.09	.....	40.54
Brevard.....	12,945.01	17,610.92	4,665.91	4,665.91	.....	.....	4,665.91	.....	.....	4,665.91
Calhoun.....	6,702.70	4,780.91	.....	.....	.....	.....	.....	1,921.79	1,921.79	.....
Citrus.....	8,834.78	10,189.76	1,354.98	4,238.33	.....	.....	4,238.33	2,883.35	.....	1,354.98
Clay.....	7,541.17	9,898.65	2,357.48	2,444.42	.....	4,143.23	6,587.65	86.94	.....	6,500.71
Columbia.....	15,651.36	17,998.72	2,347.36	98.83	2,720.50	2,261.23	5,080.56	16.01	.....	5,064.55
Dade.....	14,499.89	12,666.48	.....	.....	.....	.....	.....	1,833.41	1,833.41	.....
DeSoto.....	22,159.31	16,516.96	.....	130.00	.....	.....	130.00	5,772.36	5,642.36	.....
Duval.....	45,135.22	64,949.48	19,814.26	19,816.85	.....	140.58	19,957.43	2.59	.....	19,954.84
Escambia.....	30,552.75	34,023.69	3,470.94	2,561.37	3,500.00	13,899.97	19,961.34	2,590.43	.....	17,370.91
Franklin.....	4,158.83	4,882.73	723.90	898.37	.....	.....	898.37	174.47	.....	723.90
Gadsden.....	11,662.99	9,802.04	.....	.....	.....	.....	.....	1,860.95	1,860.95	.....
Hamilton.....	6,656.71	10,322.52	3,735.81	3,780.26	.....	.....	3,780.26	44.45	.....	3,785.81
Hernando.....	5,749.59	7,885.59	2,136.00	2,136.00	.....	.....	2,136.00	.....	.....	2,136.00
Hillsborough.....	47,689.58	47,177.49	.....	.....	6,205.83	.....	6,205.83	6,721.92	516.09	.....
Holmes.....	5,014.18	4,317.23	.....	.....	.....	2,804.32	2,804.32	696.95	.....	2,207.37
Jackson.....	16,758.35	16,758.35	.....	.....	.....	3,673.03	3,673.03	.....	.....	3,673.0
Jefferson.....	13,844.94	13,698.44	.....	.....	2,974.51	2,974.51	2,974.51	146.50	.....	2,828.01

Lafayette..	5,291.83	6,039.42	747.54	375.24	700.00	1,075.24	327.70	747.54
Lake.....	24,195.94	19,947.49					4,448.45	
Lee.....	6,400.12	5,266.62		58.50		58.50 †	1,202.00	1,143.50
Leon.....	20,881.45	21,769.24	887.79	887.79		887.79		887.79
Levy.....	12,870.08	12,578.70				† 291.38	291.38	
Liberty.....	2,203.60	2,767.80	564.20	773.29	17.10	790.39	209.09	581.30
Madison..	11,990.87	15,349.23	4,358.36	5,054.13		5,054.13	696.77	4,358.36
Manatee..	6,543.82	13,687.74	7,123.92	3,555.28	3,571.00	7,123.28	2.36	7,123.92
Marion....	34,146.47	35,804.58	1,238.11	2,065.96	37.48	7,180.50	9,273.94 †	8,476.09
Monroe....	11,463.40	13,698.06	1,934.66	1,934.72	1,077.00	3,011.72	.06	3,011.66
Nassau....	14,008.92	22,425.22	8,416.30	171.22	8,416.30	8,587.52	171.22	8,416.30
Orange....	12,321.09	27,657.12	5,363.03	463.03	4,900.00	1,906.19	7,289.22	7,289.22
Osceola....	9,659.70	10,711.26	1,051.56	1,074.61		1,074.61	23.05	1,051.56
Pasco.....	11,612.01	13,976.88	2,364.87	2,364.87		2,364.87		2,364.87
Polk.....	27,746.17	27,810.32	65.15	65.15		65.15		65.15
Putnam....	17,222.18	18,153.45	930.57	1,041.07		1,041.07	110.50	930.57
St. Johns..	16,285.55	20,586.42	4,300.87	4,306.08	2,000.00	6,306.08	5.21	6,300.87
Santa Rosa	11,289.41	11,531.67	242.26	611.65	2,750.00	3,370.84	1,640.72	1,730.12
Sumter....	18,910.48	9,678.11				2,400.73	102.68	2,298.05
Suwannee..	12,508.13	17,088.66	4,580.53	4,580.53	300.00	4,880.53		4,880.53
Taylor.....	3,984.62	4,366.23	381.61	381.61		381.61		381.61
Volusia....	24,309.96	20,999.63		1,179.52	391.54	1,571.06	4,489.85	2,918.79
Wakulla....	4,801.71	4,731.36		225.00		225.00	295.35	70.35
Walton.....	8,716.23	10,118.70	1,402.47	1,461.34		1,461.34	58.87	1,402.47
Washington	9,375.54	9,937.56	562.12	562.12		562.12		562.12

*Impossible to reconcile contradictory statements in the report of the County.
†Cash that other statements require to be on hand.



CHAPTER VI.

Special Reports of County Superintendents.

The present State Superintendent, before issuing any Biennial Report, has requested each County Superintendent to furnish for publication, over his own signature, a brief report (not to embrace over two printed pages) of school affairs in his county.

This report is bi-ennial and intended to be supplementary to the regular statistical annual reports required by law to be made by each of these officers. In 1894, 53½ per cent. of the County Superintendents complied with this request; in 1896, 73½ per cent.; for this report, 100 per cent. So the prediction, in the report of 1896, is fulfilled, to-wit; "This will yet become the most popular feature of the State Superintendent's Report; two years hence these officers will welcome the privilege and will vie with each other in their efforts to report progress from their 'several counties.'" The length of a few of these reports demonstrates the zeal with which some have entered into this work, transgressing far beyond the prescribed limit of two pages, but as others failed to occupy so much space, it was determined to publish all without abridgement. When one had something to say and said it with zeal and force, my consent could not be obtained to mutilate his piece.

These reports are all worthy of perusal, and abound in accounts of progress, in good intentions, and, in many cases, in wise suggestions, and prove conclusively that as a body the executive officers in county school administrations are waking in interest and giving more time and thought to their schools. This, taking the place of past indifference and much perfunctory service, augurs advancement in all matters educational, for the County Superintendent is the mainspring of the machinery. The people are becoming more enlightened as to the importance of that officer, and those failing to rise to the responsibility of the position may as well prepare for retirement to the shades of private life.

It is admitted that some of these reports may be rather fulsome in praise of small achievements, or have colored in

too roseate tints, improvements which in reality count for but little; still, as a whole, the reports may be relied upon as presenting the situation very accurately, and furnish the most reliable data for estimating what has been done, and for determining what is needful to be done to help the public schools to greater success.

In their recommendations of necessary amendments to law, it is to be expected that diversity of opinion will exist, but by the careful reading of each individual report, both as to what is actually said and what may be plainly read between the lines, one may get a pretty clear conception of the real condition of schools in the several counties, and may arrive at a tolerably correct estimate of how much importance to attach to the suggestions in each individual report. These officers, as a body, are growing more in earnest, and are thinking as never before; and, being in position to learn by actual tests, the strong and weak points in the system, it would be wise on the part of legislators desiring to strengthen the school system, to scrutinize these reports and to weigh the suggestions made.

While there is diversity of opinion on some matters, there is great unanimity in recommending certain changes in the laws. In such cases, the changes would doubtless be wise.

Each report was directed to the State Superintendent, but the formal introduction and closing, not being material, was stricken in the interest of curtailment, and may cause the opening and closing of some reports to appear somewhat awkward. But there was really no necessity for consuming three or more lines in addressing the State Superintendent, or in explanatory remarks introducing each report. The same was true in regard to the closing.

The reports now follow in the alphabetical order of the counties, and are signed by the County Superintendent of each.

ALACHUA COUNTY.

In obedience to your request, I hereby make you a brief report on the condition of educational affairs in this county, for two years ending June 30, 1898.

During the period of time embraced in the report, the schools have had a steady growth and development. All the school houses and furniture demolished by the cyclone have been rebuilt and replaced, in almost every instance better buildings and equipments being the result.

THE GAINESVILLE GRADED AND HIGH SCHOOL.

The Gainesville Graded and High School, which, on account of the financial stringency incident to the freeze and other disasters, had been reduced to a term of six months, has again been extended to an eight months' term. The last two months of this school serve as the County Normal School, where every white teacher, prospective or otherwise, may attend free of charge. By this plan we are to some extent independent of your generosity in furnishing us a State Normal School; however, we always accept this supplement to our efforts with pleasure.

UNION ACADEMY.

Union Academy, the colored graded school in this city, has recently been enlarged by the addition of another story. It is now one of the most imposing school structures in the State. It will comfortably house about 700 pupils. This school also runs eight months, the last two of which serve the same purpose as the white school referred to above.

TAKES A HOPEFUL VIEW OF THE FUTURE.

We take a very hopeful view of the future when we are constrained to say that, with few exceptions, perhaps no county in the State has a more loyal, enthusiastic and self-sacrificing body of teachers than has Alachua. The most difficult problem for solution at our hands is how to make our salaries commensurate with the just demands of our teachers.

SOME LEGISLATION IMPERATIVELY NECESSARY.

Notwithstanding the fact that some years have elapsed since the freeze, and that various enterprises and industries have sprung up since, which should in a large measure, if not entirely, offset the loss sustained by this calamity, we

are annually confronted by a decline in our valuations. Now, if something be not speedily done in the way of a more just and equitable plan of assessment, or if the constitutional tax limit of five mills be not removed, our schools in this county must inevitably retrograde.

RESOLUTIONS OF TEACHERS.

The following resolutions were passed by the Alachua County Teachers' Association:

Whereas, The school law of our fair State was intended to establish a uniform system of examination—a system by which the certificates of each grade should be uniform throughout the State; and

Whereas, The law in practice has largely failed to accomplish this end, for which it was passed; and

Whereas, We feel that the slackness of the authorities of some counties in granting certificates works an injustice on the teachers of other counties in the State where the authorities are more strict; and

Whereas, We feel that it is highly important to the school interest of our state that every grade of certificate should be uniform and transferable throughout the State; therefore, be it

Resolved, That we, the teachers of Alachua county, do respectfully ask of our representatives and senator that they do earnestly use every honest effort at the next session of the legislature to have our present school law so amended as to provide for a State, instead of a County, Grading Committee.

Resolved, That the said Committee shall be composed of twelve, twenty-four or some multiple of twelve, of the most competent teachers of the State, and that the said Committee shall be appointed by the State Board of Education.

Resolved, That a copy of these resolutions be sent to each member of the legislature of our county and to the senator of our district, and that a copy be sent to State Superintendent Sheats, and also that a copy be published with the minutes of our meeting.

WILLIAM M. HOLLOWAY,
County Superintendent.

BAKER COUNTY.

In compliance with your request, I will make a short statement regarding the schools of Baker county, from July 1st, 1896, to July 1st, 1898.

NEW BUILDINGS.

The school buildings destroyed by the storm of 1896 have been replaced with new and more comfortable ones, by expending the money apportioned for building purposes, instead of having the schools taught. By so doing we have a fairly good frame building in almost every district.

GROWTH.

The total attendance in this county has greatly increased. There are now forty-five schools established, five of which are for colored children. Had the School Board adhered to the three-mile limit, the number of schools would be fewer. To the contrary, five new schools have been established.

CHARACTER OF TEACHERS.

We have but four resident teachers in the county. While the uniform examination has reduced the number of our teachers, it has raised the standard of scholarship.

We endeavor to give our resident teachers almost steady employment, that they may make teaching a profession, and live by it. You see by the above statement that we have to import the larger number of our teachers, but we have been (with few exceptions) successful in getting good, enthusiastic teachers. It has been a little difficult the past year to secure teachers to supply the demand, at the time needed.

SUB-DISTRICTS.

We have one sub-district, comprising three schools. The money accruing from this special tax is being expended in lengthening the term, and in improving buildings.

ATTENDANCE.

The average attendance was not as good as we would like, but think my report will show an increase over that of previous years. We believe our schools have made a step forward, and we will endeavor to keep them on the upward move. There is much yet to be done, but lack of school revenue is one fearful obstacle. Unless we are enabled to

run a longer term than four months, and establish a High School, our advancement will be slow.

FINANCES.

Our teachers are paid promptly. When we have no money in the treasury, we borrow—the Board paying the discount.

INTEREST MANIFESTED.

I am pleased to state that there is more interest manifested, both by parents and teachers, in school work, than ever.

SUGGESTIONS.

I would suggest that the clause, "nor more than five mills," be stricken, and that the levy be placed in the hands of the County School Boards. I also favor a State Grading Committee.

CHAS. DINKINS,
County Superintendent.

BRADFORD COUNTY.

In compliance with your request, I have the honor to transmit herewith a brief account of the educational status of Bradford county for 1897 and 1898.

GRADING THE SCHOOLS.

I would suggest that the clause, "nor more than five of the county, feeling that it is impossible for any County Superintendent to advance his work rapidly until he classifies and systematizes it. Each school is required to furnish a complete grading of every pupil to aid in classification of same at beginning of next year.

FINANCE.

Our financial condition is kept within the bounds of our ability to pay, yet we feel the pressing need of more funds. We keep our teachers on a cash basis, although on account of the delay in the collection of taxes, we have to pay interest to our local bank to cash the warrants. The County Treasurer pays the indebtedness as fast as he collects, thereby shortening the time of interest.

SCHOOL BUILDINGS.

The fearful storm of 1896 swept away all the school houses in the western part of the county. We have replaced them

with stronger and better buildings. In doing this we had to draw heavily on our funds.

SCHOOL TERM LENGTHENED.

We have increased our school term one month. I have made unceasing efforts with both patrons and teachers to increase the average attendance in the schools. The result is a growing one, yet it is far from what I wish it to be.

HIGH SCHOOLS.

From the beginning of my work in the schools, I have felt an earnest desire to inculcate in the pupils a desire for higher aims in life, and preparation for nobler womanhood and manhood. The result of my work in that line has been a source of keen gratification, as we have more young people in the High Schools now fitting themselves for useful work than ever before in the county's history.

We have four schools in the county where the higher branches are taught—Lake Butler, Providence, Starke and Hampton.

We have established a county High School at Starke, with an eight months' term.

SUB-DISTRICTS.

We have three sub-districts. Their two years ended in the summer, when they held their elections, and almost unanimously elected the continuance of taxes for sub-district schools.

COUNTY TEACHERS' ASSOCIATION.

We have a well-attended Teachers' Association, which meets monthly. Our teachers rank high in their interest in association work.

SUMMARY.

There has been a marked growth of true school spirit in patrons, pupils and teachers during the last two years. We are doing the best possible with the limited means at command, and feel that our greatest need is more funds.

F. G. SCHELL,
County Superintendent.

BREVARD COUNTY.

While my annual report shows a slight decrease in numbers and average attendance, there is really a stronger interest in education than ever. The morale and tone of the schools are excellent. Our people wish to have improved school facilities. Good schools and good roads are now the order of the day, consequently they favor increased taxation for these purposes.

FINANCE.

The debt which appears by the report has been caused by the non-collection of taxes, about $22\frac{1}{2}$ per cent. remaining uncollected on June 30th. A part can be charged to purchase of supplies.

FREE TEXT BOOKS.

The adoption of free text books has been of great value to the schools. The expense for the second year, just ended, was \$662 for 1,117 pupils, or $59\frac{1}{4}$ cents per pupil. The loss of books has been trifling, and the condition of the books much better, in the average, than when they were private property.

JOHN H. SAMS,
County Superintendent.

CALHOUN COUNTY.

In reply to your request, I give you the following items in regard to school affairs in this county:

GROWING INTEREST.

We are still improving all along the line of education. We are having better teachers each succeeding year. The Board of Public Instruction have been very progressive for the last two years, using every means in their power to help raise the standard of education. Our people show their interest by building better school houses, in clamoring for longer terms, etc.

TEACHERS WILLING TO WORK.

Teachers are always ready to do good work for us, because:
First. We pay them punctually with warrants worth 100 cents on the dollar anywhere in the United States.

Second. They know that when their work is done, their salary is ready and paid promptly.

Those who work for us once are willing to do so again. We pay our teachers according to grade, which I think is a good method, as it instills into the teacher a stimulating force to try to rise higher in the scale of knowledge.

COUNTY INSTITUTE.

We generally hold two institutes each year, and would be pleased to hold them oftener if we could, but owing to lack of railroad facilities it is rather expensive on teachers to meet more than twice during the year.

THE EXAMINATION LAW STILL O. K.

I am still pleased with the Examination Law, thanks to our State Superintendent. He has done a great deal of good to County Superintendents in having such a law to guide and govern them. It has worked other blessings towards the cause of education which are well known throughout the State.

SOME VERY GOOD SCHOOLS.

We have some good schools in the county, notably We-wahitchka, with an enrollment of 100 pupils, taught by two first grade teachers.

Our financial condition is very good. We pay every dollar we contract for, and have a balance on hand at the end of of the scholastic year. This balance helps us out until taxes come in the succeeding fall and winter.

"TO WHAT DO WE OWE OUR PROSPERITY?"

Our prosperity in school matters dates back to the second year of State Superintendent Sheats' official career. We got the old system pretty well shaken off by the end of 1894, thanks to the system laid down by our brave State Superintendent, who stood by the helm of State education, although opposed by a great many. The firm stand he has taken has proven a blessing, and Calhoun county owes him a debt of gratitude, and thanks him for his bravery and individuality.

SUGGESTIONS.

We still need legislation to enable us to raise more funds to run our schools eight months. I am somewhat opposed to State Uniformity of text-books just at present.

My reason may seem selfish, which is as follows:

Calhoun county has never been so well supplied with books as at present, and to lay aside the greater part of the books now in use and buy others would almost ruin our schools. Our people are generally poor and unable to buy new series of books every few years. I merely make this statement for my own county.

I could mention other legislation, but I consider the matter in this light: A State Superintendent who has been elected by the people and indorsed after four years' work in the cause of education, who knows the condition of every county in the State, and I might say of every school in each county, can be trusted to advise the Legislature as to the educational Legislation needed.

I am satisfied he does know and will do right.

P. F. FISHER,
County Superintendent.

CITRUS COUNTY.

I have the pleasure of submitting to you this general report of the progress and condition of the public schools of Citrus county for the past two years.

ATTENDANCE.

Thirty-two schools have been maintained with an enrollment of 742, and an average attendance of 565 for the year ending June 30, 1898. The report of 1896 shows an enrollment of 737, and an average attendance of 492. While there has been very little change in the enrollment, the attendance has increased 4 per cent.

DISCIPLINE.

The morale of the schools has been good, and discipline has not been difficult to maintain. The study of such books as Page on Teaching, and White's School Management, as brought forward in the uniform examinations, has had a good effect in this direction, as well as improving the methods of teaching.

GRADE OF TEACHERS.

There has been a gradual improvement in the grade of teachers' certificates. The force employed at present (1898-99) shows thirteen 1st grade teachers and two 3d grade, as against

nine 1st grade and six 3d grade in 1896. The tendency in our training schools and teachers' associations is to elevate the profession and raise the standard of education.

LOSS OF REVENUE.

It is a matter of deep regret that our revenues are decreasing. The assessed valuation of property in Citrus county in 1896, was \$1,629,780. By the last assessment (1898), it is \$1,305,616, a decrease of \$324,164. This causes a direct loss to the school fund of about \$1,500 per year. Our county school tax was already five mills, hence could not be increased. It has been a difficult problem to keep up the standard in the schools on this diminished revenue. Four things have been suggested and attempted with this end in view, viz.: Money has been borrowed; salaries have been lowered; sub-district levies encouraged; and schools consolidated as much as circumstances would permit.

TEACHERS' WARRANTS AT PAR.

To accomplish this and yet keep within its income, the Board has borrowed money each year to pay teachers' warrants from November until April. After this time, the tax collections are sufficient to refund this money and keep up school expenses. In 1897, a debt which had been carried over, was not paid until September. To meet this deficiency, the school term was shortened one month, making it four months for that year. At present we have \$1,894.51 cash on hand. Our indebtedness is \$1,500, leaving us a balance in the treasury of \$394.51 over our indebtedness.

SALARIES.

By the report of 1895 and '96, it appears that the cost per pupil, in Citrus county, was the highest in the State, with the exception of two counties. The teacher's salary was based on grade of certificate held. A change has been made in this respect. The salary is now based upon the enrollment and attendance, and the studies required to be taught in each school, thus placing it as nearly as practicable upon a *pro rata* basis. This has reduced the cost of the schools several hundred dollars.

TRANSPORTATION.

Wherever it has been found to be economy to pay for the transportation of children in small schools to other school near by, the Board has recommended this course, and sought to

introduce it. Our experience shows that three small schools can be transported to another school for about the same amount as would be required to maintain one school. This plan has been adopted with two small schools the present term. By this plan, the children are more regular in their attendance, and the increased number adds to the interest of the school.

SUB-DISTRICTS.

The number of sub-districts has increased from ten to fifteen in the past two years. The full assessment for 1898 is \$2,678.86, ranging from one to three mills in each sub-district. All of the white schools in the county except five, are embraced in these districts. This fund is used first to secure a good school house, keep it in repair, and then to lengthen the school term. In several of the small schools the monthly salaries of the teachers are supplemented from this fund. A convention of sub district trustees was held last June, in which school matters were discussed. We hope something was accomplished in promoting co-operation between the School Board and Boards of Sub-district Trustees, and that more satisfactory results will follow.

NEW BUILDINGS.

Four new school buildings have been erected, one purchased, and one room added to another at a total expense of \$2,465. For repairs and improvements, \$250 have been paid, for furniture, apparatus, charts, maps, etc., \$500. Of this entire amount, about \$1,500 have been paid from sub-district funds and private subscriptions. The policy of the Board has been to furnish only the material for new buildings. The total valuation of school buildings in the county to January 1st, 1899, is \$8,300. Insurance to the amount of \$4,500 is carried on five of the best buildings.

DESKS AND APPARATUS.

All of our schools are furnished with patent desks, good blackboards, charts, wall-maps and stoves. Old blackboards have been repainted, or replaced by new ones. One thousand square feet of new blackboard have been put up. One fourth of this is real slate, the remainder hyloplate. The latter is less expensive, and more satisfactory. An effort has also been made to furnish all the schools with pure drinking water. Cisterns have been recommended for this purpose.

SCHOOL OFFICE AND LIBRARIES.

Through the kindness of the Library Association, the library building with its furnishings and library, has come into the possession of the Board of Public Instruction. In addition to its uses as a library, it provides a convenient and comfortable office for the Board. The County Commissioners make an annual appropriation sufficient to keep it in repair. The library is yet small, containing about one hundred and fifty volumes, books of reference, history and general literature.

A teachers' library, consisting of books adapted especially to the needs of teachers, has been recently started. This has a nucleus of about twenty volumes.

TEACHERS' ASSOCIATION.

A teachers' association has been kept up for a number of years, and still continues with interest and profit to its members. Subjects relating to their profession, methods and plan of work are discussed at each meeting. Attendance on its meetings is required by the Board of every white teacher under contract.

GRADED AND HIGH SCHOOLS.

There are in the county three graded schools with two teachers each, and one high school with three teachers. Each of these schools is doing a good work. One of them, the Crystal River School, is continued through the summer as a private school, without expense to the county, for review, and special training for teachers, and those qualifying themselves to teach. It is presided over by Mrs. L. A. Bennett, an estimable Christian lady of culture and refinement, and one who has justly earned the reputation of being an able and successful teacher.

SCHOOL BOOKS.

The contract for text-books expired last July. A new contract has been made, to cover a period of five years. While some of the old books have been retained, spellers, grammars, arithmetics, algebras, geographies and readers have been changed. A course of supplementary reading has also been recommended. The suggestions of the Text-book Committee, appointed by the Superintendents' Convention, have been followed in making these changes.

SCHOOLS VISITED.

The schools have all been visited and inspected by the Superintendent. Everything of importance pertaining to each

school, character of instruction, discipline, etc., is carefully noted in a book kept for the purpose.

SUGGESTIONS.

1. The sub-district law needs to be amended.
2. The general revenue law should be so amended as to secure more prompt collections. To secure the collection of poll tax from the negro, the man who employs him, should be made responsible for his poll tax.
3. Plans and specifications should be prepared by the State for convenient and comfortable school buildings. It is painfully evident that in many instances, buildings better arranged and better adapted to the needs of schools, could have been built for the same expenditure of time and money.

In concluding this report it is a pleasure to state that our citizens generally pay their taxes for schools cheerfully, that our school officers are zealous and faithful, and our teachers capable, painstaking and diligent in school work.

CHAS. S. YOUNG,
County Superintendent.

CLAY COUNTY.

In accordance with request, I herewith send you a report of the condition of the public schools of Clay county.

GRADING OF SCHOOLS.

The schools of this county have continued to advance. The work in the schools is being carried on more generally by the improved methods of teaching, yet I find it very difficult to grade the schools in the rural districts, as in such schools there are girls and boys whose school life will close with the term, making it necessary for such pupils to confine themselves to some particular study. It is almost impossible to grade schools and keep them graded where the attendance is as above stated, yet we have succeeded in being able to classify many of our schools into well graded country schools.

The condition of the schools is good. The conduct and character of same is progressive, the principal cause of which is the progressive spirit manifested by the teachers of the county. I cannot speak too highly of the teachers of Clay county for their zealous efforts to place their individual schools first in character and progress.

COUNTY HIGH SCHOOL.

Under the present management the course of study is practical and sufficiently comprehensive to fit those completing it for the active duties of life. Pupils completing this course are prepared to enter the junior classes of our best colleges. The work during the past session has been much more satisfactory and more successful than ever before, and, under the present management I think will rank with any of the schools of the same character throughout the State.

FINANCES.

While it is a pleasure to speak so highly of the conduct and condition of our schools and of the work being done by our teachers, I regret to have to say that the county school fund is behind. The cause is attributable to the insufficiency of the funds to meet the necessary expenses the Board is by law compelled to incur.

THE SCHOOL BOARD.

I think under the management of our present Board retrenchment will be made in every way possible, and in a short time, with the help of our Legislature, our school fund will be sufficient to enable us to increase the length of term.

SCHOOLS AND BUILDINGS.

We have 46 white and 9 negro schools, with an enrollment of 1,045 white pupils and 260 negro pupils. Total enrollment, 1,305.

Since my last report we have done very little building, only in the way of repairs. Nearly every school district has a comfortable school building furnished with the necessary furniture.

UNIFORM EXAMINATIONS.

While some do not favor the present law of uniform examinations, I heartily endorse it, from the fact that it has given to the State of Florida better teachers and more successful educators than the State ever had before. I once thought it most too rigid, but after witnessing the great benefits derived from it, I can do nothing more than to favor it in its entirety.

PAY OF TEACHERS.

I oppose the custom of paying teachers according to the number of pupils, but favor paying according to grade of cer-

tificate and the success they attain in teaching, which is in accordance with the spirit of the uniform examinations.

OTHER SUGGESTIONS.

As in my last report, I favor a compulsory school law.

I favor a higher rate of taxation for school purposes.

In regard to minimum and maximum levy for school purposes, I do not favor either. I do not think that a county should be compelled to levy three mills if only one mill be required, neither do I think the various County Boards should be restricted to five mills should more be required for school purposes. Hence, I think the law should be so changed as to remove the limit as to maximum and minimum and place the levy for school purposes in the hands of competent School Boards. I also think that the law should be so amended as to compel School Boards and Treasurers of school funds to apply the income of any year to current expenses of that year. I think it would be more convenient to have the school year from the 1st day of January to 31st day of December, instead of 1st day of July to 30th day of June.

I would be pleased to have the County Superintendents of the State to join me in thanking the State Superintendent for his unswerving devotion to the educational interests of the State of Florida.

W. W. SHEDD,
County Superintendent.

COLUMBIA COUNTY.

At your request I submit the following statement in regard to school affairs in Columbia county for two years ending June 30th 1898.

NEW BUILDINGS.

Six new school houses have been built and properly furnished with desks, heaters, etc., at a cost of \$7,200. The school houses and grounds throughout the county are neatly kept, and in most instances are supplied with good drinking water.

UNIFORM EXAMINATIONS.

The uniform examinations for teachers have greatly raised their standard, and meets with the approval of all interested

in education. The demand for better teachers continues to grow, which evidences the fact that people appreciate a good thing when they get it.

TEACHERS' ASSOCIATION.

Appreciating the value of county teachers' associations as a stimulant and an incentive to better work in the schools, we organized a Teacher's Association in October 1897, and have held monthly meetings ever since. Though not as well attended as I would like, yet great interest is manifested by those who do attend. The object of the association is the professional improvement of teachers, and I am glad that it is having the desired effect, increasing a stronger desire to do more and better work.

IMPROVEMENT STEADY.

While our growth pertaining to education has been slow it has been steady on all lines. A marked improvement in teaching force is manifest. Teachers who are ambitious have acquired professional libraries and are keeping in touch with educational progress. This is due *first*, to the Uniform Examination law; *second*, to the regulation of the School Board which provides that third grade certificate holders be paid not more than \$25 per month.

HIGH SCHOOL.

The High School building in Lake City, located on a four acre lot, is a magnificent one, with seven class rooms, properly furnished with desks, heaters, apparatus, etc. The enrollment of the High School for 1898 is 240, and under the able management of Prof. Henry Rickards and his assistants, excellent work is being done. We feel that it is a success, and accomplishing its aim, as is evidenced by the work and success of its pupils in the Uniform Examination for teachers.

SUB-DISTRICTS.

We have only one sub-district in this county, levying a tax of three mills, which is applied for lengthening term and paying teachers.

SUMMARY OF PRESENT STATUS.

The condition of our school affairs can be summarized about as follows:

1. Financial condition is improving.
2. Interest in education is increasing.

3. We are supplied with school houses.
4. We have two advanced graded and one High School.
5. We have one special tax school.
6. The general term of school is four months.
7. Three schools are supplied with patent desks.

In conclusion we intend reaching a higher plane in every thing worthy of effort and accomplishment pertaining to education. We hope to show you at the end of our four years term a better system of education, a more thorough and devoted corps of teachers, and better equipped school houses throughout the county.

SUGGESTIONS.

There should be a Grading Committee for each Judicial District composed of five practical teachers appointed by the State Superintendent.

H. L. AVANT,
County Superintendent.

DADE COUNTY.

Your request for a report of the condition of Dade county schools is just received and I am pleased to be able to report that we are on the upward grade.

GOOD FINANCIAL CONDITION.

Since 1896, I assure you, we have not retrograded in any particular. Our financial condition is excellent; we have no indebtedness; our warrants to teachers are received at the banks at one hundred cents on the dollar; the full limit of taxes for school purposes is granted, and we had on hand a balance of \$2,000 from last year to begin this year's work.

BUILDINGS.

Since July '96, we have built seven school houses at a cost of \$3,173, all being one room houses, except that at Lemon City, which has four rooms and cost \$800, aided by subscription; and that at Miami, also of four rooms, costing \$2,500. The town and private donations supplemented the Board's appropriation. The Miami school has four teachers and is equivalent to a High School, being well graded and having classes doing High School work.

The board has spent \$2,045 for furniture and apparatus since 1896, every school being fully supplied with desks, globes, maps, charts, etc.

TEACHERS' SALARIES.

We have nineteen white schools and six negro schools, twenty-four white teachers and eight negroes. All receive a uniform salary of \$40 per month, except the principals, who are paid \$50.

GRADED COURSE OF STUDY.

A course of study had already been provided, but this year it has been revised and more definitely divided into grades, and the work assigned is clearly designated, even to number of page, where a text book is used. At the end of the school year each pupil will be given a certificate of grade standing, good in any part of the county. This is designed as a correction of the evil arising from a change of teachers or schools where no class records are left, and pupils are made to turn back to the beginning of their text books by each new teacher. We are finding good results already. There is a marked improvement in attendance, application, and interest on the part of the pupils, and an eagerness to reach and hold a higher grade certificate at the end of the year.

INTERMISSIONS.

We have introduced one other regulation into our work that is followed with good results, that is, short intermissions in place of fifteen minute recess and long noon. All of the schools now have a five minute recess at the end of each hour, and thirty minutes for lunch at twelve. This gives a relaxation of muscles, and a change of work for the next hour period, both a great benefit to the pupil; but another result that is not less important is the improvement in discipline—there is no time for quarrels on the play ground, where most of the disorder originates.

I am very much in favor of Compulsory Education, and also a Uniform Text Book System.

Z. T. MERRITT.

County Superintendent.

DE SOTO COUNTY.

At your request I submit the following brief report of the public schools and school work of DeSoto County, for the two years ending June 30, 1898.

TERRITORY AND SETTLEMENT.

DeSoto, a comparatively new county, with an area of over 4,000 square miles, is sparsely settled, with only one railroad running through the western portion of the county, and leaving many of our schools far back in the interior. This makes it very difficult to keep up an interest in the work, though we are doing all we can to overcome this difficulty, and to make the entire work a success. I think we are succeeding admirably, for the patrons are fully awake to the educational interest of their children.

NUMBER OF SCHOOLS AND ENROLLMENT.

We had 62 white schools, with an enrollment of 2,010 pupils, for the year ending June 30th, 1897, and 63 schools, with an enrollment of 2,069, for the year ending June 30th, 1898. There are two colored schools with an enrollment of 60 pupils for each of the above years.

Most of our schools are small and well distributed through this vast territory. This gives the County Superintendent no small amount of travel in visiting schools, and, as our schools begin in the early summer, he has to encounter a great deal of high water and disagreeable weather.

ARCADIA HIGH SCHOOL.

The Arcadia High School was established in 1897, with an enrollment of 156 pupils, and was very successfully managed for a term of eight months by Prof. E. F. Wilson, principal, ably assisted by Prof. R. E. Watkins and Miss Emma Alderman. There was an increasing interest to the close of the term, and much good accomplished. Quite a number of our young teachers attended the last three months of this school. Prof. Wilson has been employed again for the present year, assisted by Prof. H. L. Swatts, Miss Josie Wilder and Mrs. E. M. Williamson. Every department is giving perfect satisfaction, and our people are justly proud of this school.

NORMAL SCHOOLS.

Several of our best teachers conduct Normal Schools of three months' term in different parts of the county, in the

spring, after the public terms have closed. These schools are well attended by young teachers and advanced pupils preparing to teach. They are doing a vast amount of good in preparing teachers for the examinations, and for doing better work in the school room. They are prime factors in the advancement of education in our county.

SCHOOL BUILDINGS AND FURNITURE.

For the past two years we have built quite a number of good school buildings, and repaired most of the old ones. We will soon have good buildings for all of the schools in the county, and I think we will soon have them furnished with patent desks, charts and other necessary furniture.

TEACHERS.

A large majority of our teachers are natives of this county, and deserve much credit for the energy they are displaying in the preparation for teaching, and the efficient work they are doing in the school room. Our imported teachers are of the very best class and have come to us by special invitation from sections where they have had good educational advantages, and have been a great help to our home teachers as well as to the entire work.

BOARD OF PUBLIC INSTRUCTION AND FINANCE.

We have been very fortunate in securing good and competent men for members of the School Board, men without a single exception, who have given a hearty co-operation and generous support to the County Superintendent in all his efforts to advance the educational interests of the county, and have kept the finances in good condition. We pay cash as we go. A school warrant in this county is as good as gold.

ABOLISH FIVE-MILL MAXIMUM.

The Board passed a resolution requesting the Legislature to amend Section 8 of Article XII of the State Constitution, by striking the words "nor more than 5 mills."

In conclusion, I will say that the outlook is very good, and we hope to do better work each year until we raise the standard of education to what it ought to be.

M. F. GIDDENS,
County Superintendent.

DUVAL COUNTY.

During the last two years we have aimed at salient improvements in our schools as follows:

CITY SCHOOLS.

Two radical, necessary and popular efforts at reorganization were effected, to-wit: An expert, trained model worker in the first primary grade of each of our schools, resulting in a very marked improvement; and at the other end of the system, the establishment of a commercial department, and a laboratory of chemical and physical sciences in the High School, causing an immediate doubling of the enrollment and attendance with an increase of only one teacher.

RURAL SCHOOLS.

In these schools two paramount defects—lack of trained teachers and burdensome daily programs, with average recitations not longer than ten minutes—have received our attention.

TO TRAIN TEACHERS.

The Superintendent has used his visits as his best opportunity to do model class work, the only method for developing the art endowment of the untrained teachers. A county training school will do the rest.

TO SIMPLIFY PROGRAMS.

Concentration of 45 one-teacher schools into 15 central schools of three teachers each increases the recitation period three times. This concentration accomplished by conveyance of pupils over all distances beyond one and a half miles, is being introduced gradually, and is now working at five schools. Other good results of this system are the preservation of the health and energy of pupils, increased average attendance, and protection of the farmers' girls from vicious vagabonds.

NORMAL SCHOOLS.

We have had two Peabody Normals, one last year for whites and one the year before for negroes. In both, the work was almost wholly academic.

If these schools cannot be organized and conducted so as to present model class work in the high art of teaching, their period of usefulness is past. Other schools, in nearly every county, do better academic work than these summer normals. If Duval county could only have her *pro rata* share of all funds spent on normals of every description, to expend

on an itinerant training teacher as an assistant to the Superintendent, she would be fortunate.

Pending the improbable, the Superintendent must patiently pursue his itinerary alone, with a county training school in which real children shall be pupils and aspiring teachers shall be observers and participating instructors.

FINANCES.

Our chief obstacle is "lack of funds." Florida seems to have been very unwise in her amendments to the constitution relative to school funds.

The loss of "all fines under the penal law" with no gain in capitation taxes was very unfortunate. The amendment apportioning the State funds "in proportion to the average attendance" in lieu of the school population works great injustice. Attendance cannot be attained from a school population without school houses, furniture and appliances, conveyance and skilled teachers, all of which demand every cent that said population can in justice expect, to-wit: all it pays in school tax.

SUGGESTIONS.

1. Eliminate the 5 mill maximum from the Constitution by amendment.

2. Restore the county levy for school purposes into the hands of the Board of Public Instruction, as in the revised statutes of 1892.

3. Re-amend the Constitution making State funds apportionable in proportion to school population, and restoring fines and penalties to the school fund as in 1892 and before.

4. Eliminate the Sub-Districting clauses of the constitution and all laws thereunder after the 5 mill maximum may have been removed.

5. New legislation placing a teacher's standing in model class work and school management at least on a par with her examination standing, in grading her certificate.

GEO. P. GLENN,
County Superintendent.

SUMMER SCHOOLS APPRECIATED BY DUVAL'S TEACHERS.

Resolutions unanimously adopted by the teachers in the Summer School (for negroes) in Jacksonville, in 1897.

Whereas, We, the teachers of the Public Schools of Florida, who are now assembled as pupils of the Jacksonville Summer Normal, feel that in our attending this Normal we have derived untold benefits, and know that we have had

competent instructors, who have faithfully and earnestly discharged their duties in every instance, and believe that the wisest discretion was displayed in the selection of our instructors, and realize that these Summer Normals are a great benefit to the State in raising the standard of education and preparing the teachers for better work in the Public Schools; therefore, be it

Resolved, 1st, That we, the teachers of the Peabody Summer Normal, express our gratitude to Hon. W. N. Sheats, State Superintendent of Public Instruction, for his wise provision in establishing these Summer Normals, to prepare the teachers for better work in the Public Schools of the State, and for the appointment of competent men to conduct these Normals, and for his earnest efforts in endeavoring to perfect the system of education in the State. * * *

Resolved, 2d, That we extend our gratitude to Profs. McBeath and Floyd for the kind and untiring efforts they have put forth as our instructors during the past two months.

Resolved, 3d, That we express our high appreciation for the interesting and instructive lectures, given by Supt. L. W. Buchholz, of Tampa. * * *

Mrs. L. B. Robinson,
S. S. Thompson,
Miss E. M. White,
Miss C. C. Cutton,
S. P. Robinson,

Committee.

Resolutions unanimously adopted by the Jacksonville Normal (for whites), July 8, 1898.

Whereas, We, the teachers of Duval and other counties, have been privileged to enjoy the benefits to be derived from the Summer Normal held at this place; and

Whereas, A new impetus has been given to our work by the enthusiasm and inspiration gained during the session, from a clearer insight into the duties and privileges of a teacher's life, our desire for a broader and deeper preparation for scholarship, and a more thorough preparation for school-room work has been renewed; and

Whereas, We feel that the Normal School, although not as well attended as we could wish, has been both pleasant and profitable; therefore, be it

Resolved, 1st, That we acknowledge our obligations to the State Legislature, to Dr. J. L. M. Curry, agent of the Peabody Fund, and to the State Superintendent, W. N. Sheats, for securing to us the Summer Normal. * * *

3d. That we express our gratitude and satisfaction in having as instructors Professors C. L. Hayes and H. E. Bennett, of the State Normal. Professor Hayes has few superiors in his profession, and his presentations are scholarly, clear, and interesting. He has never allowed an opportunity to pass in which he could impress upon us the importance of our work. In him we have found the scholar, the gentleman and friend, as well as teacher. Professor Bennett has proved himself an able assistant, and has led us to a truer conception of the development of child intelligence.

4th. That we thank Miss Hatter, Miss Budwig, and the little tots, who made the object lessons so profitable and interesting. * * *

7th. That we most sincerely regret that the School must be closed after so short, yet profitable term.

Annie Lytle-House,
Ada M. Ground,
Mabel Parsons,
Carlie Powers,
Abbie B. Avery,
Committee.

ESCAMBIA COUNTY.

In compliance with your circular letter of the 5th inst., I herewith submit a condensed statement of school operations in this, Escambia County, from the 1st day of July, 1896, to June 30th, 1898.

ENROLLMENT AND ATTENDANCE.

For the school year of 1896 and 1897 the total enrollment of pupils was 3,809, with an average attendance of 2,550; and for the school year of 1897 and 1898 the total enrollment of pupils was 4,485, with an average daily attendance of 3,104. The total enrollment in the white schools for that year was 2,939, with an average daily attendance of 2,048, and the enrollment in the negro schools for the same period was 1,546, with an average daily attendance of 1,056.

INVESTMENTS FOR IMPROVEMENTS.

Within the last two years the following has been added: To furniture, \$1,154; \$654 to school lots, and \$4,551 to new school buildings. This makes the total valuation of school property, on June 30th, 1898, as follows: School lots, \$13,715; school buildings, \$37,095; for furniture and appar-

atus, \$11,839, or a grand total of \$62,649, to which has been added since July 1st, 1898, three new and comfortable one-room school buildings, and \$525 additional furniture, which has all been paid for.

ADVERSE CONDITIONS.

We have had an unusual amount of bad, rainy weather since Sept. 1st, when our first schools were opened, and with the addition of considerable friction, from a partial change in school books, I am now satisfied that the year 1898-99 will not make as good a record in enrollment or average attendance as was made in 1897-98.

We are making strenuous efforts to run our schools on strict business methods, but owing to the annual addition of new material to our teaching force, we find it to be a hard matter to reach our ideals.

LEGISLATION.

As for new legislation, I have nothing further to suggest than that where responsibility is placed, the means ought to go with it. And as the County Boards of Public Instruction are responsible for the success of the public schools, they, and not the Board of County Commissioners, should, under the law, fix the rate of school taxes.

N. B. COOK,
County Superintendent.

FRANKLIN COUNTY.

I submit the following report. When I assumed the office of Superintendent, the schools were making marked progress, the Board of Public Instruction was composed of men ready to give assistance in bringing the public schools to a higher standard. Knowing that the well-being of the schools depends upon the co-operation of patrons, I have endeavored to awaken in them a sincere concern for their children's most elevated well-being. I must say with regret that I have not met with the fullness of my expectations along this line. Dissensions among patrons are yet alive, and have been factors in hindering the betterance of the schools; yet, in spite of these hindering agencies, the schools have done very well.

UNIFORM EXAMINATION LAW.

I am fully convinced that the educational status of the State is much better than ever before. I attribute this to the

Uniform Examination Law. The day the law went into effect there was a revolution in educational affairs in this State. By it, the doors of the school houses were closed to old fogies, who once were prominent, but now a force of well-qualified and earnest teachers have taken their places. There are not enough resident teachers in my county to fill the places. I hope, however, that the day is not far off when there will be a full force of efficient teachers. I favor the Uniform Examination Law because those who would teach are forced to prepare themselves for the profession or quit the field.

MARRIED WOMEN NOT EMPLOYED.

Our Board passed a resolution not to employ a married lady as teacher of any school in the county, basing such action upon the following:

First. A married lady has domestic duties which occupy much of her time and attention, thus rendering it impracticable for her to give proper attention to her school work.

Second. Such action is intended to encourage the unmarried lady teachers of the county to qualify themselves for the highest positions.

HOW OUR TEACHERS ARE PAID.

The salaries of teachers are not based upon the grade of certificates, but more upon the merits of the teacher.

School warrants are always paid in cash. When the treasury is exhausted (this has occurred but seldom in the past two years), money is borrowed.

ATTENDANCE OF PUPILS.

There has ben a noticeable increase in the enrollment of pupils. But it is a lamentable fact that the average attendance is small when compared with the number enrolled. This is largely chargeable to the non-interest of the parents and guardians.

BUILDINGS, FURNITURE AND APPARATUS.

There are some good buildings, and considerable sums have been expended in supplying these with furniture, apparatus, etc., while in some localities there is need of improvement.

UNIFORMITY OF TEXT-BOOKS.

I am opposed to State uniformity of text-books, but favor county uniformity. I think each county should have the right to legislate for itself in this matter.

OPPOSES A STATE GRADING COMMITTEE.

I am, to some extent, opposed to a State Grading Committee; at least, I am opposed to it on the grounds upon which some base their argument, viz.; "That it would keep down fraud." This is true to a great extent, possibly altogether true, but if a fraud is worked by one or more, it is possible that others can do the same. Therefore, I cannot see that we could safely secure ourselves against all possible frauds by such a measure.

OPPOSED TO HOLIDAYS.

I shall be glad to see a law enacted prohibiting any School Board from paying any teacher for any holiday, except National holidays. It is without any common reason to pay a teacher, or any other individual, for service not actually rendered. And on National holidays the teachers ought to be required to hold appropriate exercises in their schools.

R. M. YENT,
County Superintendent.

GADSDEN COUNTY.

I submit my report on the condition of the schools of this county for the past two years.

CONDITIONS ON ASSUMING OFFICE.

When I entered up on the duties of the office of County Superintendent, Jan. 1st, 1897, owing to the illness of my predecessor, Captain C. E. L. Allison, who had been confined to his room for several months, I found matters in a very unsatisfactory condition. In addition to this, our very efficient Chairman of the Board of Public Instruction, the Hon. B. S. G. Smith, during the fall term of 1896, had been confined to his bed for several weeks with malarial fever, which also caused considerable friction in the working of the schools. A large number of the schools had closed, the terms of others had about half expired, and some few had just started; very few warrants had been issued, many reports, monthly and final, had been lost and had to be duplicated; many of the latter were so imperfect that final reports, monthly reports and registers had to be consulted, compared and adjusted, in order to get matters into any shape, and the only encouraging

feature was that our enrollment and average attendance were evidently above that of the previous year.

GROWTH CONTINUOUS.

Since that time our numbers have steadily increased, and although measles, whooping cough and diphtheria have been prevalent in our county, the schools continue to be more flourishing, and, I believe, my next annual report will show an increased average of more than 20 per cent. over that of last year.

NEW SCHOOLS AND HOME TEACHERS.

Several new schools have been established, and our teachers, with very few exceptions, are to the manor born—natives of Gadsden county—and the productions of her schools. It speaks well for them that they are trying to fit and perfect themselves for their calling. A great many of them, the past two years, have been attending the different colleges, and we now have on hand a corps of teachers that bid fair to be an honor to Gadsden county. Every year some bright boys and girls are coming to the front from the piney woods and obtaining a good education at the examinations.

RAISED SCHOOL LEVY.

We have raised our school levy from 4 and $4\frac{1}{2}$ to 5 mills, and there is less prejudice against the public school system than at any time during its history. We have labored under many disadvantages in our county, and necessarily have to go slow, but we are evidently on the upward grade, as a proof of which the patrons have built several nice school houses this year, and a great many are beginning to favor the sub-district system. I am doing all I can to stir up an educational enthusiasm among the people.

SCHOOL TERM.

We have what you might call a semi-High School in Quincy, which runs eight months; two or three central schools in the county run six months, and all the rest four months.

UNIFORM EXAMINATION LAW.

I attribute the decreasing opposition to the public schools and the success we are making, more to the Uniform Examination Law than to anything else, and I regret very much to see so many suggestions from some, that want to come to the front, to have the laws changed to suit their different whims and their imaginary interests.

We had better let the law remain as it is than be patching it up every session of the Legislature. The third grade certificates are hurting no one except those who hold them. This year I could hardly get a school to accept a third grade teacher when there was any possible chance to secure one with a first or second grade. The people are not going to have a shoddy article when they can get hold of anything better.

STATE GRADING COMMITTEE.

We are bitterly opposed to a State or District Grading Committee. It would be safe to say that no county is being damaged by bogus importations from other counties. No Board or Superintendent is compelled to give a teacher a school because he or she holds a first or second grade certificate. There are graduates of colleges and holders of State certificates that we would not keep long, if they were foisted upon us. Let those counties that are clamoring for Central Grading Committees drive off the imposters from their midst, and the State will soon be cleared of such tramps and peripatetic humbugs.

FAVORS COUNTY UNIFORMITY IN TEXT-BOOKS.

We are opposed to anything that goes beyond a county uniformity of books. We want the same books in all the county schools, and that is as far as we go on that line. We believe in local self-government.

J. R. KEY,
County Superintendent.

HAMILTON COUNTY.

At your request I submit the following report in regard to school affairs in Hamilton county.

FINANCIAL.

When I came into the office as Superintendent, I found my county indebted to about \$2,300. The County Commissioners refused to raise the millage, hence, we are still in debt, but think we will be able to reduce the amount considerably this year, and our county will be in better condition financially than for many years.

INTEREST AND COURSE OF STUDY.

The patrons seem to take more interest in the education of their children each succeeding year. This, I think, is

largely due to the Teachers' Association of our county. At first it was an uphill business, but now patrons, as well as teachers, take deep interest in the exercises, and all say that they gain a great deal of information by the various discussions.

SCHOOL HOUSES, FURNITURE, ETC.

The various schools of the county are better supplied with good houses and patent desks, making the school-rooms more pleasant and comfortable.

SCHOOL ATTENDANCE.

The attendance at all the schools is much better this year than ever before; in fact, it increases annually, which shows that all parties are more interested each year.

The county now has two High Schools and two Sub-district schools, both doing finely.

NEEDED AMENDMENTS TO LAWS.

1. The School Board should have the authority to levy the school tax.

2. Provision should be made for the early collection of taxes.

3. There should be a Grading Committee appointed by the State Superintendent for each Judicial Circuit, as I advocated at the Superintendents' Convention at Jacksonville last spring.

4. The salary of Superintendents should be fixed by the Legislature, based on number of schools. The expenses of Superintendents in visiting so large a number of schools are very heavy, and in order that he may be able to discharge his whole duty he should receive a fair remuneration for his services.

JNO. E. HANNA,

County Superintendent.

HERNANDO COUNTY.

I submit the following as my bi-ennial report on the educational progress of Hernando county.

GENERAL ADVANCEMENT.

Since my last report our progress has been "onward and upward." While we are much gratified at our improved condition, we are not satisfied, but realize that much is yet to be accomplished before we reach the limit of possible improve-

ment. A spirit of hopefulness, co-operation and aspiration for better things exists among teachers, patrons, school officers and pupils. The standard has been placed high, and all are striving with unity of purpose to reach it. That conditions are gratifying is apparent from the last Grand Jury's general presentment on the subject, made January 12, 1899: "The schools under the present management are in a prosperous condition in nearly all parts of the county." Local dissensions in three districts about the building and location of school houses have marred the general harmony, and this explains the qualification in the presentments.

BOARD OF PUBLIC INSTRUCTION.

The members of our School Board, W. E. Law, T. D. Graham, and H. T. Valentine, are progressive and practical men. The present prosperous condition of our school affairs is largely due to their intense interest and fearless discharge of their important duties. Without their constant co-operation and willingly given assistance, the teachers and County Superintendent would have fallen far short of the good results obtained. They are liberal, practical and wisely prudent in the management of our school finances. In making appropriations, they will not go beyond the limits of probable income, and are careful in all their expenditures that the public fund be not wasted. Yet they are neither parsimonious nor niggardly to teachers or schools. They pay their teachers promptly at the close of each month, and will not permit school warrants to be hawked about the streets at a discount.

COUNTY COMMISSIONERS.

The County Commissioners of this county are in hearty sympathy with our educational interests. They cheerfully levy the full limit of school taxes, and assist in every other legitimate way in promoting the welfare of the schools.

SUPERVISORS AND TRUSTEES.

Our Supervisors and Trustees have proven themselves to be men of enterprise and public spirit in promoting the best interests of their local schools. With scarcely an exception they have contributed liberally of their time, labor and money to make them more successful and efficient, and have cordially co-operated with teachers and Superintendent in their efforts to elevate the educational standard and improve the methods of instruction. The local school officer is a potential factor in the success of the school.

TEACHERS.

The scholarship and proficiency of the teachers of this county have been improved to a marked degree during the past two years. Our teachers have attended Teachers' Summer Schools, lectures, Institutes and teachers' associations, and have read pedagogical books and educational periodicals until they are keenly alive to and conversant with the best methods of modern teaching. We require this, and in return we give them the preference in assignment to schools. Among the whites there is not a third grade teacher, and only five of the second grade in the county. I refer to those who are distinctly Hernando county teachers. We have only two of the second grade from abroad. All of our second grade intend to obtain a first at the next examination or resign. The atmosphere here is not healthy for third grade teachers—they climb higher or retire. I am more impressed than ever with the usefulness and importance of the home teacher. Hernando county has given to the public schools an excellent class of teachers reared in her own institutions. Gratifying reports reach us of their success and popularity in other portions of the State where they have been called to teach.

FINANCIAL.

The delay in the collection of taxes is the most annoying circumstance connected with our finances. The freeze of 1894 and the drought of last year have reduced our income considerably, compelling a mortifying reduction in salaries, but we hope for better things in this respect in the near future. From present indications, the operations of the schools this year will leave the Board out of debt. Money is borrowed to meet expenses because the taxes are uncollected at the time the schools must be taught. Will or can the Legislature remedy this evil?

NEW COURSES OF STUDY, RULES AND REGULATIONS.

The rapid advancement of our public schools has compelled a revision of our course of study. The Board issued September 3, 1898, rules and regulations for the county and a course of study for each of the three classes of schools taught, elementary, grammar and high school, so arranged as to secure uniformity of grade in all the schools. Strict adherence to the courses of study is compulsory upon teachers and pupils. Our rules and regulations were given our closest thought and deepest study in their preparation. They have been pronounced admirable by the highest school authority in the State.

SCHOOL HOUSES AND FURNITURE.

Three comfortable frame school houses have been built—one a large two-story building—one has been enlarged, another nicely ceiled and three furnished with patent desks, since my last bi-ennial report. Every school house in the county is a comfortable frame building, and is furnished with good seats (two exceptions), maps, charts, text-book library, ample black-boards, water facilities, stoves and desks, and in some, globes. Six schools have patent desks. We have not an old-fashioned log cabin school house in the county.

FREE BOOK SYSTEM.

The free school book system has been continued, and increases in popularity with the people. The longer we use it the better we like it. It is regarded by all classes of our people as absolutely indispensable. To go back to the old system now would be suicidal.

TEACHERS' INSTITUTE.

We still retain the Teachers' Institute in our educational system. We have kept it in operation for five years, and have found it to be a most useful means of improving the methods and sustaining the high character of our teaching force. The Institute brings out and improves the good points of good teachers, and reveals the inferior character of poor teachers, who cannot be improved. It is maintained under the auspices of the School Board and conducted by the County Superintendent as a school of instruction in the theory and practice of teaching. A session of the Institute, continuing a week or more, is held in August and once a month during the term of school. *Attendance of teachers is compulsory.*

LITERARY SOCIETIES.

The number of literary societies in the public schools has been increased, and through their operation interest in education has been largely augmented. By them the children are made familiar with parliamentary usage, taught how to conduct public meetings and societies, and encouraged to cultivate a healthy literary taste. Through them, we expect to secure useful libraries of miscellaneous books in our public schools.

SCHOOL GROUNDS.

Beautifying school grounds and keeping them neat and clean, is a noticeable and commendable feature of our prog-

ress. Teachers and pupils generally have shown much pride in making school rooms presentable and attractive.

SCHOOL SUB-DISTRICTS.

A large majority of our school districts have been converted into school sub-districts, and special taxes aggregating over \$1,500 per annum are levied by the votes of the people. Before the close of this year all the districts of the county will probably be made school sub-districts, levying special taxes for school purposes, except two. This feature of our school system has met with increased popular favor. It would be a great mistake on the part of the Legislature to undertake to eliminate it from our school law, or in any way cripple it by adverse legislation. The present law should be improved and made to conform to the constitution. The County Treasury should be the depository of all special school funds, and sub-district trustees should be authorized to draw warrants on the Treasurer against the amount of special school funds placed to their credit in his hands, as the County Commissioners and School Boards now do. The relations between the trustees and the County School Board should be more clearly defined, so as to prevent friction between them.

PUBLIC FAVOR.

In conclusion, I desire to acknowledge the hearty and almost unanimous support accorded the public schools and school officers by the citizens of the county. During the din of a most furious clamor raised by the few political clackers here, the present Board was overwhelmingly re-elected at the last election. This was a deserved tribute paid by an enlightened citizenship to the progressiveness, faithfulness, and courage of the men placed in charge of school affairs two years ago.

A. M. C. RUSSELL,
County Superintendent.

HILLSBOROUGH COUNTY

In accordance with your request I send you the following report:

After a thorough examination of the schools of this county I find that many of my schools have done excellent work; and, on the whole, all have done fairly well, and probably compare favorably with the schools of other counties and States, yet I am not satisfied with the results.

Matters of such vital importance as public education should be considered candidly and frankly, and when they are not

what they should be, fulsome praise and roseate reports will not correct the existing evils.

The causes for the unsatisfactory condition of our schools deserve careful and honest investigation. These causes may be briefly stated under three heads:

1. Short terms.
2. Untrained teachers.
3. Constant change of teachers.

SHORT TERMS A WASTE.

It is a criminal waste of money to the State and of precious time to the children to give only four or five months' terms, taught in many instances by untrained teachers. Long vacations discourage pupils, as it takes so long to form right habits of study, that by the time they get interested in their work, and are beginning to make real progress, the term ends, and another long vacation follows, broken by another school term of four or five months, and probably taught by an inexperienced teacher who in consequence of the yearly changes which take place, spends half the session in organizing the school, and getting acquainted with the disposition, capabilities and environments of the pupils, if, happily, his mind has sufficient maturity to consider these important points.

The consequence is that nine-tenths of the pupils between fourteen and fifteen, an age when they should be able to do intelligent work in the shops or on the farm, do not even know the bent of their own minds.

NECESSITY FOR TRAINED TEACHERS.

The necessity for carefully trained teachers is not disputed by any thoughtful people in this enlightened age; and as bad as short sessions are, untrained teachers are worse. It is better to have a child in school five months under a teacher who has been specially trained for the work, than to have it ten months under a teacher who has not received this training, even though he be a college graduate.

TEACHERS' SALARIES.

A good corps of trained teachers cannot be maintained on poor pay and half year employment. Teachers, as well as people in other professions, do not remain young always and must look out for a "rainy day;" and thirty to sixty dollars per month does not even furnish a living for one year; consequently, year by year, competent teachers drop out and go into other lines of work, leave the field to be occupied by inex-

perienced recruits, who if possessed of talent soon follow in the footsteps of their predecessors.

Now as to the remedies for the evils enumerated:

The school tax is a tax of which the people never complain, if the results are satisfactory. This tax falls as heavily on the poor laborer in the remotest outlying school districts as it does on those living in the towns and cities; and these districts are as much entitled to first class teachers and first class schools as any other portions of the county. Now, the problem to be solved is, how can every section be efficiently served? How can the best interests of education among the masses be promoted?

In considering this question the following remedies suggest themselves:

1st. A consolidation of the small schools. This, of course, would be a matter of a little inconvenience to some of the pupils, but it would be a utilization of funds that would give more school months and would justify the employment of better teachers.

2d. Have one teacher appointed to two schools in isolated districts, teaching both schools alternately, devoting a week to each. Experience has shown that this has brought about excellent results in other countries. While this plan would not save dollars to the county, it would secure better teachers for the children, as a teacher could afford to teach ten months in the year for a smaller salary than he could for four or five months. In some sections at certain times in the year the children are needed at home to work, but this might be overcome by giving short vacations, or by half day sessions, arranging it so that the larger pupils should receive their instruction from seven until ten, and the primary grades from particulars respecting this institution in order to show the ten until one o'clock.

Suggestions might be offered with reference to Course of Study, Methods of Teaching, Compulsory Attendance, etc., but this report is already too lengthy.

I append a resolution passed by the Board of Public Instruction of this county, which I deem of sufficient importance for publication in your report.

L. W. BUCHHOLZ,
County Superintendent.

RESOLUTIONS OF COUNTY SCHOOL BOARD.

To the Honorable Senator and Members of the House of Representatives from Hillsborough County:

The members of the School Board of Hillsborough county respectfully represent to your honorable body, that Sec. 8,

Art. 12, of the Constitution of Florida, is so restrictive upon the Board of Public Instruction as to make it entirely impracticable for them to promote the best educational interest of the State, which we feel satisfied was contemplated by the honorable members of the Convention that framed the Constitution of the State.

1st. The valuation of property throughout the State has been so materially lessened by the cold wave that passed over the State four years ago as to render the maximum tax of five mills for educational purposes, in some sections, less than the minimum of three mills provided by the framers of the Constitution when this important, and, we may say, *paramount* interest of the State was considered.

As custodians of the educational interests of Hillsborough county, we have jealously guarded its interests in our very best conception and in as economical a manner as this interest would admit of, but we find ourselves so hampered by the inadequate funds that the Constitution places at our disposal, and that, too, at the discretion of other agencies, as to defeat us in our highest aim and pride, that of making Florida's educational advantages first and foremost in the ranks of Southern States.

We respectfully submit: 1st. That in Hillsborough county, and we believe the same feeling exists throughout the State, no portion of the county tax is more cheerfully paid, and whose increase would be more willingly met, than that appropriated to the school fund.

We submit: 2nd. That the members of the Board of Public Instruction, being elected by the people, are eminently the choice of the district they represent, and should have exclusive control of such appropriations as in their wisdom will be required to maintain the public school system of the county, and we further recommend that the Constitution be so amended as to provide for this change.

We submit and respectfully recommend to your Honorable Body: 3rd. That Art. 12, Sec. 8, be so amended as to read "a tax of not less than 3 mills nor more than 10 mills on the dollar on all taxable property in the same."

Dr. G. H. Symmes,
Perry G. Wall,
Hugh Somerville.

Attest: L. W. Buchholz,
Secretary and County Superintendent.

HOLMES COUNTY.

In compliance with your request, I respectfully submit the following brief report of the public school operations of Holmes county, from July 1, 1896, to June 30, 1898.

CONDITION OF THINGS FOUND.

When I entered upon the responsible duties as County Superintendent, January 6, 1896, I regret very much to say, with due respect to my predecessor, that I found the school indebtedness to be \$6,153.16. In a poor county like this, where the total receipts on the school fund will not exceed \$5,014 per annum, it will be conceded that the financial condition was not good.

WHAT WAS DONE.

We could not reduce the school term, as it was already at the minimum limit. We could not unite any of the schools, as none were located nearer than three miles of each other; so we had to reduce teachers' salaries. This we did not like to do, as they were not receiving enough for their services. A teacher should receive enough for his services to enable him to save some money.

A person is expected to make more than a meager support at any other profession, why not at teaching?

TEACHERS BOARDED FREE.

With few exceptions the teachers had no board bills to pay, as the patrons welcomed them into their homes free of charge. Right here I wish to especially thank the benevolent ladies of this county for the kind treatment teachers have received at their hands. Greater love for the ladies hath no man than I. They are always at the post of duty.

I will say by way of encouragement and of a statement of facts to the ladies who are teaching and expect to become teachers, that some of our best teachers are female teachers.

God bless the kind mothers; they are always ready to send their children to school. If fathers had the interest in the educating of their children that mothers have, we would not need a compulsory educational law, but as it is, we do need such a law.

THE OLD DEBT PARTLY PAID.

During the past two scholastic years we have paid about one-half of the old debt.

STANDARD OF TEACHERS RAISED.

The standard of teachers has been raised by complying with the State Uniform Examination law, and the attendance at the Summer Training Schools.

RULES, REGULATIONS AND COURSE OF STUDY.

We have Rules, Regulations and Course of Study for the guidance of teachers. We are trying W. M. Welch & Co.'s "Classification Set" in the Westville High School, and if it proves to be the record we think it is we will place it in the rural schools.

NEEDED AMENDMENTS TO LAWS.

The School Boards should have sole authority to levy the school tax, and Section 8, Article 12, of the Constitution should be amended by striking out the words, "nor more than five mills."

J. A. J. HATHAWAY,
County Superintendent.

JACKSON COUNTY.

In reply to the request for a brief report of the condition of school work in Jackson county, the following is respectfully submitted:

The schools, with but few exceptions, are moving along nicely with a fair average attendance and reasonable progress. Since your last bi-ennial report we have had erected in our county, by the patrons, some very creditable school houses, and, on the whole, I would say the school interest is on the upward tendency.

TOO MANY SCHOOLS ESTABLISHED.

The retiring Board has, in my judgment, allowed too many schools created considering the amount of school funds received, but I hope and believe our new Board will be more careful on this line.

SCHOOL BOARD SHOULD LEVY SCHOOL TAX.

I certainly think that the power given to the Board of County Commissioners to say what amount of tax should be levied for school purposes, should, at the next Legislature, be changed and placed in the hands of the School Board, for it is presuma-

ble that they are better acquainted with the needs of the schools than any other body.

MAKE COUNTY SUPERINTENDENT MEMBER OF BOARD.

I also favor a law making the County Superintendent a member of the School Board, and also having one member from the county at large, which would make five members instead of three.

GRADING COMMITTEE FOR EACH JUDICIAL CIRCUIT.

I also favor having one Grading Committee to do the work for several counties, say each Judicial District. My reason for this is that there can scarcely be had a committee in any county, who are not familiar with the hand-writing of some of the applicants, and would suggest that this committee be appointed by the State Superintendent and selected from the teachers of some other district than the one in which they are to act as such committee.

DISTRICT INSTITUTES.

The attendance at County Institutes is usually small, the reason generally given is that teachers are not supplied with means of conveyance, so I have decided to divide the county into three districts, so that no teacher can plead this as an excuse in the future—placing one of these Institutes in the reach of all. I hope you may have the co-operation of the next Legislature in your work, and have such needed changes made in the present law, as your observation and experience have shown to be beneficial.

A. J. WOOLDRIDGE,
County Superintendent.

JEFFERSON COUNTY.

I beg leave to submit the following brief report of the condition of the public schools of this county, for the two years ending June 30, 1898:

IMPROVED FINANCES.

It is with great pleasure that I report a substantial improvement in our finances during the past two years, notwithstanding the general depression in all lines of business, and the consequent hard times prevailing.

A school debt of \$5,700 had been reduced to less than \$2,000 by July 1, 1898, and the County Treasurer reported to the

School Board, at its November meeting, "That all outstanding warrants had been paid."

SCHOOL WARRANTS AT PAR.

Our teachers are paid their salaries promptly and school warrants are at par, instead of being subject to a discount as heretofore.

LONGER TERMS.

This improvement in our finances has been accomplished by the practice of simple business economy, and not at any sacrifice by our schools, either in the way of less efficient teachers, or shorter terms; but on the contrary, the work done in the schools has been a decided improvement on that done in past years, and the terms of five or six schools have been lengthened.

NEW BUILDINGS.

Four new school houses have been built and substantial repairs made on five, while seven have been provided with patent desks.

OUR HIGH SCHOOL.

The Monticello High School, which is a graded school with a distinct High School department, employs five teachers, has an eight months term and is well patronized by the citizens of Monticello and the surrounding country. It has been very much improved of late and is now a credit to the county and State. There are ten other graded schools in the county with eight months terms.

Heretofore this county had not adopted any course of study, but the Board has recently remedied this want, and has now in press a twenty-page pamphlet devoted to this subject.

Our Board, after the recent adoption of text books for the county, made arrangements with our local agent whereby these books are sold to the children at an advance of only 10 per cent. on their net cost to the Board, a great improvement on former arrangements.

In my efforts for the improvement of the school system of the county, I have had the hearty co-operation and assistance of an intelligent and public spirited School Board, who have cheerfully seconded all of my suggestions, without which I

*The Jefferson
Register
attest
the old
one for*

*is course
of study
because of the death of
the Board*

the Monticello High School.

*I have not been able to get a copy of
the course of study because of the death of
the Board*

of the Board

could have accomplished but little, and I am glad to say that their efforts seem to have been appreciated, as they have all been re-elected.

PLANS FOR THE FUTURE.

I shall try to establish libraries in all country schools, as essential factors in building them up and stimulating interest in education.

I shall also try to organize a County Teachers' Association.

NEEDED AMENDMENTS TO THE LAWS.

1. Either make Supervisors more efficient or abolish the office.

2. Establish a State Grading Committee to grade all papers. There can be no uniformity in the grades of certificates under existing circumstances, as the standard of excellence is different in each county, and changes in the same county with every change in the membership of the Grading Committee.

J. H. GIRARDEAU,
County Superintendent.

LAFAYETTE COUNTY.

In reporting the condition of school affairs in this county, I beg leave to state that school work is progressing nicely. The schools are in better condition this year than they have ever been. More interest is manifested every year by patrons, children and teachers, and a constant demand is made for longer terms and better school facilities. These, however, under the present law, allowing the County Commissioners to fix the number of mills to be levied for school purposes, can not be granted; under the circumstances our School Board is doing all it can.

NEW BUILDINGS.

During the last two years there have been four new frame school buildings constructed, the titles for the land on which said buildings were constructed are on file in this office. The buildings were furnished with a reasonable amount of modern apparatus with other improvements.

STATE UNIFORM EXAMINATION LAW.

The teachers and people heartily endorse the Uniform Examination law for many reasons. The present system of grading committees is preferable to a State Grading Committee.

UNIFORM TEXT BOOKS.

We have a uniform series of text books adopted in this county, which as a general rule are used with much success in all public schools.

COUNTY INSTITUTES.

During the past two years County Institutes have been held, but I am sorry to say that they were not as well attended as they should have been. Great interest was manifested by those who attended and much good was done.

TEACHERS' SUMMER SCHOOLS.

We hope to have this year another Summer School for the benefit of our teachers, for we fully recognize the benefits of those institutions. On the whole I would say that there has been much growth in school interest in the last two years and it is continually increasing.

COUNTY HIGH SCHOOL.

The County High School located at Mayo, the county seat, established by my predecessor, at this time under the principalship of Prof. E. M. Hancock, has been a great success. A few years past this county was without a supply of teachers, and was forced to employ teachers from other counties, but such is not the case now, a full corps of teachers has been prepared by the county High School. Its fall term opens September 1, winter term January 1, closing the latter part of April. The June Examination is well attended by students from this school, at least 65 per cent. of whom are successful in obtaining certificates, and make our best teachers.

[Then followed a complete county statistical report, but the same facts being published in Chapters IV and V, are omitted here.]

Z. JONES,
County Superintendent.

LAKE COUNTY.

In obedience to request I send you a report of the condition and progress of the Lake county schools during the last two years.

CHEERFUL SUPPORT OF THE PEOPLE.

I am pleased to report to you again that whatever material or business interests of the county may have suffered for lack of finances to conduct them in the last two years, the schools are sustained with an interest and determination that always brings success. *No part of our taxes are paid so cheerfully as the five mills for school purposes.*

QUALIFICATIONS AND SALARIES OF TEACHERS.

Our teachers are superior in ability to those of other years and we are by some means able to pay them as much per pupil as we have ever done, in some districts salaries have not been decreased at all. One of our present corps of white teachers holds a State certificate, fourteen hold first grades, thirty-eight hold second grades and five hold third grades. All of our colored teachers hold second grades except three.

FINANCES.

School warrants are always paid at par. The school term in each of the past two years has begun with about \$5,500 in the treasury. Just at this time (January 1899) the treasury is without funds, but this is the first time it has been so in the past few years. The cause of this shortage is that teachers have been paid for four and five months teaching and only a very small part of the taxes for 1898 have been paid. This condition will continue only a short time and in the meanwhile money has been provided with which to pay teachers in full at the end of every month.

LENGTH OF TERM.

Last year our school term was from 6 to 9 months. All schools in the county were given at least *six* months. All schools were given eight months on condition that the people of the district would pay the salary of the teacher for one month. Many districts took advantage of this offer and continued their schools for that length of time. The Leesburg High School was continued for 9 months in all of its departments, the town of Leesburg paying the salaries of the teachers in full for the last two months. This year the term will be seven months on condition that the patrons will pay one half

of the salary of the teachers for the seventh month. The High School at Leesburg, which any pupil of the county is permitted to attend without paying tuition, will probably continue nine months as usual, the town paying the salaries of the teachers for the last two months.

FEW CHANGES OF TEACHERS.

We are gratified to know that we are now able to hold many of our teachers in the same school continuously for many years. Fewer changes are being made now than ever before. School patrons recognize that nine good qualities in a teacher outweigh one weak quality, and therefore do not ask for their removal for trifling causes. It is also generally known now that the best teachers are needed for primary work and every graded school in our county now has an excellent teacher for its primary department.

SUPPLY OF TEACHERS.

We now have many more teachers than we have schools. Every year many pupils coming from the public schools are examined and receive certificates to teach. Our schools are taught almost entirely by teachers who reside in this county.

COURSES OF STUDY.

Courses of study and rules and regulations have been prepared for all of our schools. These have been found to be both a necessity and a convenience.

NEW BUILDINGS AND FURNITURE.

Several comfortable school houses have been built in the past two years, and many have been furnished with comfortable desks. To the delight, comfort and benefit of the children the shapeless, torturing seat of former years is fast disappearing.

J. C. COMPTON,
County Superintendent.

LEE COUNTY.

In compliance with your request, I have the honor of submitting the following report relative to the public schools of Lee county for the two years ending June 30th, 1898.

This county is nearly sixty miles square, and scattered over it is a population of about three thousand souls. Hence our

schools are small, having often from ten to fifteen pupils. This compels us to have twenty teachers, when three-fourths of the number would be sufficient if the population were not so scattered.

SCHOOL INTEREST GROWING.

I believe the cause of education is slowly but steadily pushing ahead. Pupils and patrons are becoming more interested and are giving more help. A regular course of study has been adopted, embracing eight grades, and is being faithfully carried out. The most of our teachers are earnest hard workers. With two exceptions there is not a complaint in the county, and pupils and teachers are progressing nicely. During this term the most of our schools will continue six months, and where only eight or ten pupils are found, not less than four months.

NEW BUILDINGS.

We are very much in need of school houses, but are not able to build now. But few of our schools are supplied with patent desks and other helps, as they ought to be. No new houses have been built in the past two years.

FINANCES.

The Board has paid off all debts, pays the teachers every month, and warrants are not discounted. It will take *ten mills* for three years to put this county in the educational condition it should be in, and after that seven mills would be enough. It is our aim to employ only the best teachers and furnish the best schools in our power. We use our money when and where it will in our estimation do the most good, giving every community equal advantages. We are encouraged with the progress we are making, and hopeful at the outlook for the future, and regret that we cannot do better and more than we are doing.

EXAMINATION LAW.

The law requiring uniform examinations is carried out in letter and spirit. We think it a good law, meeting nearly, if not all, our needs.

I believe that a majority of our people are willing to an increase of taxes in order to have longer and better schools, and if so, the law should allow them to have them. I also believe our people are largely in favor of Compulsory Education with just limitations.

Our people are satisfied that your administration is rapidly advancing the educational interests in Florida.

We are highly pleased with the progress of the Myers High School, under the wise and energetic management of Prof. E. W. Barrington, a report of which by the Supervisor will accompany this.

SOME SUGGESTIONS.

1st. Let the law requiring Uniform Examinations alone. It is a good law, and if changed, I fear it will be for the worse and not for the better.

2nd. Let Third Grade certificates be good for only one year, and not re-issuable. A teacher that cannot or will not advance fifteen per cent. in one year, is not the teacher that Florida needs.

3rd. I am opposed to a State Grading Committee. We have no use for it. Carry out the law as it is, and we are doing well. Those who claim that the county Grading Committee palms off frauds on other counties should expose such counties, and their Grading Committees should also be exposed and sent home to stay.

4th. The law regulating Text Books should remain as it is. I am bitterly opposed to State Uniform Text Books. It is undemocratic, smacks of paternalism, and for many other reasons I am opposed to it.

5th. We need more money for educational purposes, and the law should be so amended as to allow our people to pay at least as much as they wish to educate their children.

Wishing the cause greater success throughout the State, I have the honor to be,

W. W. BOSTICK,
County Superintendent.

LEON COUNTY.

In accordance with your request, the following brief report on school matters in Leon county is submitted.

We are now operating 77 schools, which include, the two Academies in Tallahassee, one for colored and one for white youth, with an enrollment of 460 pupils in the colored academy and 162 in the white one.

TERM.

The Academies are high grade schools, and each year a term of 8 months is granted to them, respectively. The rural schools have from 5 to 6 months.

The average attendance with both races during the past term was very good.

SCHOOL ADVANTAGES.

The school youth of this county are specially blessed in this respect—a comfortable school house is in reach of every neighborhood, so that all of our children can have the benefit of a common school education.

In addition to this, the West Florida Seminary, a State college, located in Tallahassee, under the management of an able faculty, secures to the white youth of the county a collegiate course, while the State Normal and Industrial College for Colored Students, close by, gives the same advantage to the colored youth.

FINANCIAL MANAGEMENT.

The school work is conducted on a cash basis. Teachers' salaries are paid monthly in cash, and all accounts are settled up by the end of the scholastic year; no indebtedness is carried over to the succeeding term.

The *five mill* county levy, with the State distribution based on the average attendance, has been sufficient so far, under an economical management, for our purposes.

BUILDINGS AND SCHOOL LOTS.

It has been our policy to build 6 or 7 new school houses each year, neatly painted, well supplied with furniture and apparatus. Neat and comfortable school houses are the best indications of the interest felt in educational matters in a county. Our expenditure for new buildings, repairs, furniture, apparatus and school lots amounted to \$4,547.55 during the last term, and this county now owns over \$30,000 in school property, paid for and held under absolute title. It is hardly necessary to add that the people of Leon county are fully alive to their school interest, and that it will be kept at high tide.

Neither freezes nor cyclones affect our resources to any great extent. Leon is an agricultural county; the wealth of her people consists mainly of live stock and agricultural productions, which yield a certain and fixed income with increasing value, and consequently we are not wasting much time in devising new methods for increasing taxation.

TEACHERS' SUMMER SCHOOLS.

Teachers' Institutes are doubtless good things in their proper place and at the proper time, but teachers are human and have material frames just as we school officers have. There is

danger of both mind and body being impaired by overwork, and it is possible that a season of rest and recreation would better fit the teacher for the duties of the coming term than the close application to study for a month or two during the heat of summer.

REFORMING THE SCHOOL LAW.

There is much of good in the present law, and it will be best to let it alone, for a while at any rate. If it is to be agitated with these uncertain experiments of reform, what there is of good in it may be lost; with so many willing hands to help, there is some danger that the educational craft may be crowded with more sail than she can safely carry.

The Teachers' Uniform Examination is a good feature of this law; with time it will vindicate itself, and with reasonable examinations in the different subjects it will gather strength and make friends among the examinees; thus the incentive to violate its provisions will be greatly lessened.

N. W. EPPES,
County Superintendent.

LEVY COUNTY.

I have the pleasure of submitting this, my special report from Levy county, for the period covered by the last two years.

IMPROVEMENTS.

During the years immediately succeeding the great storm of September, 1896, we were called upon to rebuild or repair nine school houses at an expenditure of \$900. Our School Board has not only replaced these houses, but has also made improvements in many others. In addition to such improvements, we have had placed in our schools 400 desks of a home-made pattern, costing \$1.15 apiece, which are in many respects equal to the so-called patent desks, that cost from \$2.50 to \$3 each. We have given each of our schools a good blackboard, on which we use the cloth. Within the last two years we have bought 250 lineal yards of this blackboard cloth. We are now supplied with good blackboards, good seats, globes and maps, all of which we consider absolutely necessary in the way of furnishing a house, and beyond that we do not consider much else a necessity.

Before helping a school, we require deeds made to the school property.

Although the assessed value of our property is \$300,000 less than it was four years ago, yet our teachers' salaries have not been affected, but, on the contrary, have been on the increase; neither have we reduced the term of our schools—we have operated our schools five months during the year for the last eight years.

COURSE OF STUDY.

Since 1891 our schools have been required to follow a prescribed course of study. No teacher is permitted to use any other book in lieu of the adoptions, and no teacher is allowed to discard the course of study to make room for some pet scheme that has no other reason for existence than it is the one his Alma Mater trained him. No option is allowed either teacher or pupil—the Course of Study must be carried out; provided, that in case a young man or woman expects to attend school during only one term of school, the right is extended to such person of changing subjects.

PROMOTIONS.

Beginning with the Fifth Grade, pupils are advanced from grade to grade by making a general average of 60 per cent on a written examination. Questions for these examinations are prepared by the County Superintendent, and sent out upon requisition of the teacher at any time. All examination papers are first graded by the teacher, who sends them to County Superintendent for inspection and approval. This heavy work is thus undertaken by the County Superintendent, in order that there may be county uniformity. Promotion cards are sent to those who pass; those who fail are required to review the work of that grade. Exceptions to this rule will occur where the teacher assigns good reasons for a pupil's failure to pass, and urgently requests that he or she be allowed to take up the work of a higher grade. The teacher's recommendation is filed, together with the examinee's papers. Certificates of graduation are presented those who complete the full course of study.

TEACHERS RECOMMENDATIONS.

At the close of each school, teachers are required to file with County Superintendent a statement by grades showing the attendance, the aptitudes and capacity of each pupil. Appended to this statement, or report, is the teacher's recommendation for those not promoted by examination. This report is expected to explain to a successor the condition of

the school and account for the difference in standing of pupils of the same grade. We try, by these reports, to save that much time to our schools, which is usually consumed by a successor in "getting acquainted" with the pupils. No successor is allowed to go to a school, and, at the beginning, upset the grades or turn all back to the first of the book; pupils are begun on the pages, approximately, where the last teacher left off. We have our teachers then to give lessons in review in connection with each daily recitation. In this manner pupils are encouraged to work forward, and teachers are given the opportunity to drill classes on matter that is needed to be reviewed. We do not so much believe in weekly or monthly reviews; but we try to make it a part of each recitation that one-quarter of the period be devoted to drilling pupils in matter that has, at some time, been gone over. The effect of such a practice is visible even to a casual observer, for pupils are quicker and made more tenacious.

FINAL DAY.

We encourage our teachers to close their schools with public examination of classes, speaking, display of work on file, and dinner. We do not encourage having the public entertainments at night, at which time the school and teacher (who oftentimes delight the audience with negro sermons, monkey motions and smutted faces), give a free public performance. These "school exhibitions" generally monopolize the last three to five weeks of our children's time, in the way of getting ready for the show. We emphatically denounce all such, and have their popularity now largely crippled in Levy county.

DISTINCTIVE IDEA IN EDUCATION.

We impress all teachers that education lies not so much in acquiring knowledge as in making men and women—citizens. We work under the motto of character building. Our effort is in the line of developing the potentialities of each boy and girl. We begin with *integrity* and end with *intelligence*.

TEACHERS' INSTITUTES.

Our teachers meet monthly (except for a part of this present year) in institute. We have local institutes, grouping our schools and appointing a leader for each set of schools, or group. We are allowed the use of two columns of the county newspaper, and each group in consecutive order is expected

to fill those two columns. By this we are reaching more school people, and agitating the subject of education. Unless we can get people to talk about us, we think our affairs are at a low ebb."

HIGH SCHOOLS.

Our plan is to have the common schools tributary to the High Schools. We graduate pupils in a course of study uniform throughout the county, and allow nothing taught in the common schools that is included in the High School work. In the High School Course no attempt is made for a distinctive college preparation. We try to cover the work necessary for a county First Grade teacher's certificate.

We have two High Schools, which depend very largely for funds upon the sub-district levy.

EXAMINATION LAW.

We believe that the law requiring uniform examinations (commonly known as the Sheats' law) has done much to raise the standard of education in our county, making possible items of improvement that have come among us since its enactment.

We hold two examinations a year, and appoint on the Grad-in Committee teachers who will consider only the work before them. We prefer to hold two examinations, as then we can offer to our teachers an opportunity to raise the grade of their certificate. We insist on teachers taking up these opportunities to provide themselves with certificates. We want every teacher to be the possessor of *two* or *three* teacher's certificates. If a teacher can do no more than to obtain a Third-Grade Certificate, we believe that he should have three or four of that grade, and none of them expired.

POLICIES.

Our school warrants are held at par. When we are without money, we borrow until the taxes are paid.

We base the salaries of teachers upon; (1), the grade of the certificate; (2), the size of the school.

We select the best teachers obtainable for the salary, giving preference to those who reside in the county.

All schools are required to keep an average daily attendance of 60 per cent of the enrollment. The Board suspends the regulation in cases where an attempt is made to break down the school by wilfully withdrawing pupils enough to cut down the average.

The term of five months which is given by our Board is not allowed to be taken in divisions, but must be taught continuously.

We contract with our teachers for "100 days" of teaching, saying nothing about holidays.

The office of the Board and County Superintendent is not one where statistics merely are tabulated, but is one for the dissemination of Light and the promulgation of Truth.

S. PHILIPS,
County Superintendent.

LIBERTY COUNTY.

I send you a brief statement of school operations in this county for the year ending June 30, 1898. We have 20 schools in the county, but on account of a lack of teachers and the small attendance at some of the schools, we had to consolidate and make one school of two. Some of the teachers have taught two or three schools the same year, and in this way we managed to have the schools taught.

PROGRESS.

The educational progress, while not as good as it ought to be, is quite as good as we could expect, when everything in connection with it is taken into consideration.

COUNTY HIGH SCHOOL.

We have not yet been able to make a success of our County High School. On account of a lack of funds, we had to shorten the term, from 8 months to 5, and again from 5 to 4 months.

NEW BUILDINGS.

Since my last report the Board has secured two school lots. A school house has been erected on one of the lots, and a house is being built on the other.

VISITS.

The schools have been visited regularly, and teachers and patrons have been encouraged to keep up the interest as much as possible. We labor under many disadvantages in consequence of the means at our disposal not being sufficient to supply the demands. It is a source of much trouble and inconvenience, for teachers and others who hold

school warrants, when there is no money in the treasury to pay them off.

SUGGESTIONS.

I would suggest and recommend that the school law be so amended as to make it the duty of the Board of Public Instruction of each county to fix the rate of millage for school purposes in their respective counties.

T. J. GREGORY,
County Superintendent.

MADISON COUNTY.

I submit the following in regard to school affairs in Madison county. The interest in education among the masses is steadily on the increase. The rules and regulations of the Board have been indorsed by the majority of our people. There are only a few croakers left.

We have had an increase of about 10 per cent in our average attendance.

SCHOOL BUILDINGS.

The white schools are very well supplied with comfortable frame buildings. The schools for negroes are not so well supplied, as the negro patrons are unsettled, and where a school is needed one year, perhaps the next, there will hardly be pupils enough to warrant opening a school. Hence we use the best building to be had. Some are taught in negro church buildings. Eight new houses have been erected since my last report—all good frame buildings. I am sorry to have to report that the building in the town of Madison, known as St. John's Seminary, is in a dilapidated condition; the new building that I thought two years ago was a certainty has failed to materialize. But we intend to succeed yet in building a good modern school house in Madison. The county is in a fairly good condition financially.

EXAMINATION LAW.

The Uniform Examinations have improved the grade of teachers, and opposition has changed to commendation. While we have had some success in our school work, we feel that there is still much to be done. And our watchword is

onward, till Madison county can be placed among the first counties in the State, educationally.

SUGGESTIONS.

1. County School Boards should be given the power to fix within legal limits the county levy for schools.

2. Provisions should be made for collecting taxes earlier than they are now collected.

3. There should be a limit to Second and Third Grade certificates; second grade should not be renewed more than three times, Third Grade not more than twice.

R. L. WILLIAMS,
County Superintendent.

MANATEE COUNTY.

Complying with your request of recent date, I cheerfully submit herewith a general report of our public schools for the two years ending June 30th, 1898.

In reviewing our school work for the past two years, I feel that we have cause for congratulation for what has been done under rather embarrassing conditions, mainly due to an inadequate school fund, and the lack of the encouragement and co-operation of those in whom the law invests the power to provide the county school fund. Nevertheless, the interest manifested in the school work and general advancement of the educational affairs of our county by school officers, patrons and teachers compares most favorably with previous years.

SCHOOLS ORGANIZED, NEW BUILDINGS AND FURNITURE.

Within the period my report covers, 5 schools for whites and one for negro pupils have been organized; appropriations made, and, with the co-operation of the patrons, ten comfortable frame buildings have been erected, and needed repairs made on others. Two-thirds of our schools have been furnished with patent desks, and, I trust, ere my next report is made to you, every school building in the county will be amply supplied with desks, blackboards and stoves.

PUBLIC EDUCATION A SYSTEM.

Realizing that public education should be a system, and gratified with the success and excellent results attending my

efforts in unifying and systematizing the work during the first years of my administration, I was led to a true conception of the possibilities existing in a well-working system of education thoroughly in sympathy with the needs and requirements of our common schools; hence, it has been my earnest desire throughout; First, to make the classification as simple as possible, easy for the teacher to understand and follow, and to lighten his labors; Second, to regulate the steps from grade to grade, so that the pupil shall be interested and kept in school, encouraged and credited for work done, and that the usual waste of time and aimless work resulting from frequent change of teachers may be reduced to a minimum; Third, to put all the school work on a common plane, so that the amount of work accomplished, the system of reports, records, etc., may be the same; Fourth, to make the work of supervision stronger and more effective, to thoroughly enlist the sympathy of parents and school officers by making them better acquainted with what the schools are endeavoring to accomplish for their children. Along these lines it has been my aim to form a basis for comparing the work of different schools—thus securing the stimulus resulting from a united effort.

TEACHERS NEEDED.

My experience has long since convinced me that the success of our schools depends, more than any one thing, upon the teaching force. A good teacher means a good school, a poor teacher means a poor school. "As is the teacher so is the school," with these facts constantly in view, I have, at all times, been an advocate of County Normals, or Summer Schools for the better training of our professional material for more efficient and conscientious work in the school room.

The evolution of the "backwoods" teacher, and "old timer" has been gradual, in many instances a high standard of excellence has been attained—Thanks to the Uniform State Examination Law.

COUNTY HIGH SCHOOL.

The growth and success of our County High School have been most gratifying. The wisdom of our School Board in keeping this institution under the control and management of a faculty of experience and of established reputation, has been fully demonstrated by the large annual increased en-

rollment and attendance. Some of our very best primary teachers received their training in this school.

SCHOOLS OUTGROWING SCHOOL FUNDS.

We have had a steady increase of enrollment and average attendance, we regret, however, that we cannot report a corresponding growth in our county school fund.

The latter fact may be attributable to the false policy of economy of some of our county solons, who, "would rather see a cash balance left in the treasury at the expiration of their official term than to retire to private life with a living, eternity-enduring monument erected to their memory in the advancement of the public schools in the county." Your report published in a recent issue of the State organ, the Florida School Journal, however, gleamed like a silver lining through this passing cloud in revealing to us that Manatee is one of the few counties having an increase of more than 30 per cent. in the attendance of pupils.

AS OTHERS SEE US.

I feel that it will not be amiss to incorporate in my reports the following statistics lately published by the Manatee River Journal of this county:

In looking over the records of our county schools for the past eight years, we have gathered some statistics which will be exceedingly interesting to all friends of education, in that they show a remarkable growth or increase in the number of pupils attending the schools, and also a large decrease in the *per capita* expense of conducting the schools per annum.

Beginning with the year 1890, we find that the *per capita* receipts from all sources for actual enrollment of pupils, was \$9.10, while for the term ending July 1st, 1898, the receipts *per capita* was only \$5.25, a reduction of nearly \$4 for each pupil.

We find that for the term of years from July, 1890, to July, 1894, the receipts *per capita* for actual enrollment was \$8.95 per annum, while for a similar term of four years from July, 1894, to July, 1898, it was \$6.77, or a decrease of \$2.18 *per capita* per annum for the last four years.

For the term of 1890 the aggregate enrollment of the four schools on the river at Braidenton, Manatee, Ellenton and Palmetto, was 205 pupils, which cost the Board \$7.60 *per capita* per annum, while for the term ending July, 1898, the same schools, with an enrollment of 452 pupils, cost only \$6.98 *per capita* per annum.

The enrollment of the Braidentown and Palmetto schools, the two largest in the county, for the term ending July, 1898, were 188 and 148 respectively. These schools were conducted at an average actual cost *per capita* of \$1.38 on average attendance, while the *per capita* cost on the average attendance of the other schools in the county was from \$1.50 to \$1.60.

During this period of eight years the value of school property owned by the county has grown from almost nothing to nearly \$12,500, acquired by purchase and donation of the different school districts.

Of the one mill tax paid to the State for school purposes, Manatee is one of the fortunate counties, receiving back \$1.11 for every dollar paid out. This is the direct result of our high average attendance, which speaks well not only for the management of our county school affairs, but also for the interest shown by the parents of the county in keeping their children in school regularly.

TO WHOM CREDIT DUE.

To whatsoever has been accomplished in the advancement and betterment of the educational interests of the county, much is due to the work of energetic and progressive School Boards, local school officers, patrons, teachers, and our liberal, wide-awake county papers. To all of whom, I am grateful.

LEGISLATION SUGGESTED.

1. I favor a law making mandatory the establishment and maintenance of a graded High School for a term of eight months, in every county having a specified valuation and population.

2. I favor an amendment to the law placing the power with the Board of County Commissioners to fix the county levy for school purposes. Those, who are responsible for the distribution of the school funds, the management in detail, and supervision of the schools, should, alone, have this power.

3. I favor a law providing for a State Uniformity of Text-books.

4. I do not favor a law to create a State Grading Committee. Such a law, in my opinion, would bring about vexatious delays in the engaging and assigning of teachers. I favor no change in the present examination law.

APPRECIATES ADVICE.

In concluding this, my third bi-ennial report, to you, I beg to acknowledge my appreciation of the valuable advice and many courteous suggestions given me along the line of my official duties.

W. M. ROWLETT,
County Superintendent.

MARION COUNTY.

I take great pleasure in presenting to you this general report of the condition and progress of the schools in Marion county for the two years ending June 30, 1898.

The schools of Marion county are in good condition. The teachers are thoroughly interested and alive. While our schools are not up to the standard which I hope and expect to see them reach within the near future, I can congratulate our teachers on trying to do their duty, and the earnestness manifested in their work. My relations with the teachers the two years I have been in office have certainly been pleasant. The teachers have been willing and ready to carry out every rule, law or suggestion made by either the Superintendent or Board.

FINANCIAL.

The financial condition of the county for the last two years has been most embarrassing, and our Board has worked under very unfavorable conditions, but school affairs have been managed in a business-like way.

My first annual report, made July 1st, 1897, showed the indebtedness of the county to be \$13,715.05. To this should have been added \$1,350, an appropriation made several years before, to build a colored school house in Ocala, which the new Board was called on to pay, making an actual indebtedness of \$15,065.05. Besides this amount, the county was in litigation with the State and ex-Treasurer Collins in the sum of over \$8,000, which would have increased its indebtedness to \$23,000. This caused the Board to reduce the school term to 5 months, and the building and repair fund one-half.

My report made July 1st, 1898, shows the total indebtedness to be \$9,199.18, a reduction of \$5,865.87. For the present term the Board will run the schools only 5 months, and has again reduced the building and repair expenses. I feel

safe in saying that my next annual report, to be made July 1st, 1899, will show not over \$1,000 indebtedness. The litigation with the State and ex-Treasurer Collins has been settled on a basis mutually agreed upon, and it is already the settled decision of the Board to run the schools 6 months the next term, and on a cash basis.

IMPROVEMENTS IN SPITE OF EMBARRASMENTS.

In spite of the embarrassments under which our Board has labored, improvements have been made within the last two years, three new school houses have been built for whites, and three for negroes. Ocala has, I suppose, the best colored school building in the State, building and furniture costing \$4,000. One room has been added also to each of five houses.

NEW RULES AND REGULATIONS.

Last June the Board adopted and printed new rules and regulations and a complete course of study. The course of study is arranged so that on the first day of school pupils can be made acquainted with the amount of work required of them during each month, or during the entire term, and pupils and patrons know this work must be completed, or the child cannot advance to the next higher grade.

SCHOOL EXAMINATIONS.

Three written examinations are held each term. The Superintendent and Board prepares all questions. To get promotion to a higher grade, the pupil must make an average of 80 per cent. in the three examinations, 85 per cent. in deportment, and 75 per cent. in attendance. At the end of each term, two grade books are made out by each teacher, giving the name of each pupil in each grade, the age and per cent. in scholarship, deportment and attendance. One of these grade books is sent to the Superintendent, the other is left with the Supervisor to be delivered to the next teacher.

There has not been a single complaint from any teacher unfavorable to the change and new work, but commendations in favor of the course came from every quarter. Each teacher makes a strong effort to bring his or her school within the graded course. Scholars and teachers have all taken hold of the work, as if eagerly waiting for it.

TEACHERS' ASSOCIATION.

A live Teachers Association is in existence. The county is large, making it almost impossible for many teachers to attend regularly. It is held in Ocala, about the center of the